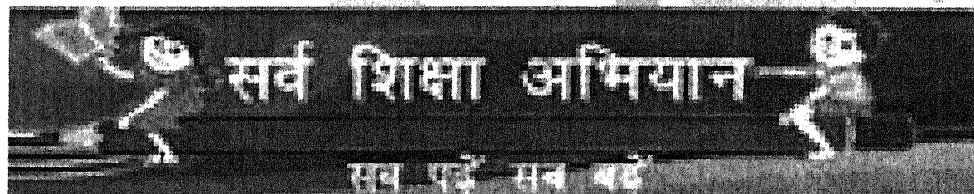


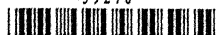
**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- SHRAWASTI
UTTAR PRADESH**



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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The Programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this Programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age groups. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the Giri Institute of Development Studies, Lucknow, has been appointed as a nodal agency for monitoring and evaluation of SSA Programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India. The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA Programme in Shravasti district of Uttar Pradesh.

The implementation of SSA Programme at the state level being undertaken by the office of SPD under the able leadership of Mrs. Veena IAS (SPD) and Shri D.B. Sharma, IAS (ASPD), we are immensely grateful to them.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction. We are thankful to Prof. A K Singh Director, GIDS, Lucknow for his co-operation and Prof. A. Joshi, Dr. G.S. Mehta and Dr. Y.P. Singh for their suggestions. Further we are thankful to members of our research team Mr. K.S. Deoli, Mr Vinnod Kumar Verma and Mr. Rakesh Kumar for their hard work to complete the report. Last but not least, our thanks are due Mr. Manoharan K. and Mrs. Geeta Bisht for efficient handling of typing work..

Date: March, 2009.

Dr. P. S. GARIA

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ABBRAVIATIONS

AIE	Alternative and Innovative Education
BRC	Block Resource Centre
BSA	Basic Shiksha Adhikari
CRC	Cultural Resource Centre
CWSN	Children With Special Needs
DCF	Data Capture Format
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPC	District Programme Committee
DPE	Director of Primary Education
DPEO	District Primary Education Office
DPEP	District Primary Education Programme
DRG	District Resource Gang
ECCE	Early Childhood Care Education
EGS	Education Guarantee Scheme
EMIS	Education Monitoring Information System
EV	Education Volunteer
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid Day Meal
MM	Maktab Madarsa
MTA	Mother Teacher Association
NPEGEL	National Programme for Girl Education at Elementary Level
NPRC	Nyay Panchayat Resource Centre
NRBC	Non Residential Bridge Course
PAB	Programme Approval Board
PMIS	Project Management Information System
PS	Primary School
PTA	Parents Teachers Association
RBC	Residential Bridge Course
SCERT	State Council for Education Research and Training
SDC	School Development Committee
SPD	State Project Director
SRG	State Resource Gang
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
TSS	Total Sanitation Scheme
UPS	Upper Primary School
VEC	Village Education Committee
WEC	Ward Education Committee

Executive Summary

1.1 About Sarva Shiksha Abhiyan (SSA):

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The Government of India initiated a number of programmes and projects to attain the status of universal enrolment. District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) are the two important programmes that are under implementation across the country, among which SSA is the most recent one. Achieving Universalisation of Primary Education (UPE) by 2007 and Universalisation of Elementary Education (UEE) by 2010 are the main objects of SSA. Development of District Elementary Education Plans through participatory planning mode within the broad framework of decentralized planning is the core of the SSA. More specifically, the main objectives of SSA are as follows (MHRD, 2000):

- All children in school, Education Guarantee Center, Alternate School, Back-to-School camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; and
- Universal retention by 2010.

The Dakar Framework for action (UNESCO, 2000) also set the following goals concerning school education to which India is also committed.

- Access to free and compulsory primary education of good quality.
- Primary and secondary education: elimination of gender disparities by 2005; and
- Gender equality in education by 2015; focus on girls' full and equal access, good quality.

1.2 **Objectives of Present Study:**

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Shravasti District of Uttar Pradesh. The objectives of the study are:

- (i) To assess the progress of implementation of approved plans at district level and state level.
- (ii) To assess the performance of Primary schools, Upper-Primary schools, NPEGEL, EGS, AIS, Madarsa, Bridge course, and KGBV.
- (iii) To assess the different aspects of Mid Day Meal (MDM) scheme running in classes' 1-V in government, local body and government aided schools, EGS and AIE centre.
- (iv) To check progress in achievement of some key outcome indicators through sampling.
- (v) To verify process and procedures undertaken for the implementation of SSA.

1.3 **Scope of Work:**

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan.
- (ii) Achievement Level of Primary and Upper Primary Schools.
- (iii) Mid-Day Meal Scheme.
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) EGS, AIS, Madarsa and Bridge courses.

(vii) Alternative Schooling etc.

1.4 **Tools:**

To collect detailed data and information for the Monitoring and Evaluation on various aspects of Sarva Shiksha Abhiyan⁶ in district Shrawasti, nine sets of schedules have been prepared on the basis of guidelines provided by the Ministry of Human Resource Development (MHRD). These are as follows :

1. District Schedule.
2. Schedule for Primary and Upper Primary schools.
3. Schedule for New Primary and Upper Primary Schools.
4. DITE & Training Schedule.
5. BRC / NPRC Schedule.
6. Schedule for EGS / AIE centers.
7. RBC / NRBC Schedule.
8. Schedule for KGBV.
9. Schedule for NPEGL.

Apart from this, one questionnaire was also developed to procure State level data and information regarding SSA from SPD office, Lucknow. A set of test paper containing questions in the subjects of Mathematics, Science, Hindi and English for class- V, in primary schools and for class- viii, in upper-primary schools was prepared according to syllabus of the concerning classes.

1.5 **Sampling Methodology:**

The Shrawasti district is divided in five development blocks. According to information availed from the B.S.A. office. There were 799 primary and 364 upper primary schools spread over in different rural and urban areas of the district. In addition to these formal schools there are 31 EGS, 36 AIE, 1 Maktab / Madarsa, 4 NPEGL and 5 Kasturba Gandhi Balika Vidhyalayas functioning in the district.

Findings and Suggestions

- Literacy among both the sexes is increasing but the pace of literacy rate is less than state literacy.
- During the current financial year 67 primary and 36 upper primary schools were sanctioned but none of these schools were functioning.
- Initiative should be carried out to appoint the different category of teachers on priority basis so that imparting of learning to student can be assured.
- In service training target was not achieved in both categories of school teachers.
- Untrained teachers need to be provided in service training.
- Orientation training has not been provided to all targeted shiksha mitras in the district.
- Orientation training also needs to be given to all primary school teachers.
- All eligible teachers from primary and upper primary schools received TLM grant during the financial year 2008-09.
- Almost all the children of different categories enrolled in primary and upper primary schools have been provided free text books either from the SSA grant or the state grant though the proportion of children received free text books from SSA grant were reported higher than those received from the state grant.
- Cent Percent enrolment of enumerated children was found in both categories of schools.
- This should be maintained by stopping retrenchment and dropout.
- The adequate technical support from the JEs was provided to concern teachers.
- The involvement of teachers in construction work needs to be minimized.
- The approved grant has been duly released in the VEC accounts for the primary and upper primary schools for whom the grant was approved
- The BSA office has not made any centralized purchases.
- The centralized purchase for schools should be made by the BSA office from school grants to avoid the leakages in purchases made by schools through VEC.
- Mainstreaming has been done in government schools, as reported by the BSA, Shrawasti.

- Co-ordination between BRCs and NPRCs was satisfactory.
- Large number of parents needs to be counseled about CWSN.
- The large number of students required aids and appliances.
- The entire NPEGEL programme was not running properly in the district.
- This programme should be run according to the norms.
- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned one KGBV should be open as early as possible.
- Evaluator has found that secondary data were not made available properly due to lack of coordination among district coordinators, MIS in charge and clerical staff of BSA.
- Four positions of DC and Two post of Accountant/Assistant Accountants wear still vacant.
- From the view point of efficient functioning and achieving successful outcome of the implementation of SSA programme a strong administrative set up is necessary. Therefore it is necessary to fill all the vacant positions as sanctioned for SSA programme.
- Sanctioned posts of official should be filled so that teachers and other SSA related official can be trained properly.
- Most of the primary schools (88.74per cent) were established before ten years and the construction of 70.82 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 37.94 per cent schools have been established and 27.59. per percent of them constructed before ten years.
- There should be no delay in providing school buildings to the schools.
- The backlog of left for for construction of school buildings should be constructed as early as possible.
- In both primary and upper primary schools it was observed that in many cases the schools have more rooms then what are actually being utilized.
- All schools should be covered by boundary wall.
- Play grounds are available in majority of schools in both categories of schools.
- Sports items should be used in all schools.
- Majority of school verandah being used for classes.

- Repairing and maintenance of hand pumps should be ensured.
- The contribution of swajal dhara scheme in providing drinking water is more than SSA and other institutions.
- All upper primary schools should cover under drinking water facility. For which the fund to be created through SSA programme
- Toilet facility was found in 91.18 per cent primary and 19.55 per cent upper primary schools.
- For providing the toilet facility, The TSS convergence should be utilized, as it is very low at present .
- Around 16.90 per cent toilets of primary and 13.79 per cent of upper primary schools are not being used. This call for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment in both categories of schools was found good but provision of health facilities in both type of schools not attended properly. This should be taken up more frequently..
- Only one primary school building was found in bad condition. Repairing of this building should be insured for the safety of children.
- The poor condition of school building should be taken care off..
- There was a large gap in number of sanctioned teachers and presently working teacher in both categories of schools.
- Per primary school number of working teacher was 2.54 per cent as against the sanctioned numbers of around 5 teachers.
- The vacant position of teachers should be filled as soon as possible.
- Teachers should be involved only in teaching activities.
- Around 71.00 per cent presently working teacher in primary schools and around 97.00 per cent in upper primary schools teachers have received different types of training.
- Only one upper primary teacher received computer training.
- The duration of training for a majority of teachers was organized for 1-3 days. .
- The venue of training had been mainly at BRC and DIET.
- A very high proportion of both categories of teachers were satisfied with training inputs.

- Computer training should be provided to all categories of teachers.
- Training mainly should be organized during holidays or in summer vacation so that the school may remain open and teaching work also not suffers.
- There has been a difference between reported students and enrolled students.
- Only 44.73 per cent of the enrolled children were present on register and 44.39 per cent were present on the day of our visit in primary schools.
- About 53.00 per cent of the enrolled students were present on register while only about 49.00 per cent were present on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- The absenteeism of students was found in 67 primary and 22 upper primary schools..
- A highest proportion around 72.00 per cent students remained absent due to looking after their siblings and animals at their home.
- Problem of absenteeism can be solve through PTA meetings.
- Efforts were made by schools authority and VEC for improving the students attendance.
- PTA and VEC should be strengthened.
- There should be more efficient and regular monitoring system to check student attendance..
- The implementation of students test as per prescribed norms was found poor in most of the cases of primary and upper primary schools. The performance of primary and upper primary school students in an exclusive test has been found very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents.
- 33.00 per cent schools student behavior with their teacher was found good in both categories of schools.
- Teachers should maintain their dignity so that good behavior of student can be obtained.
- In 30.99 per cent primary and 28.17 per cent upper primary schools the enrollment of children were not taken as per prescribed norms of age.

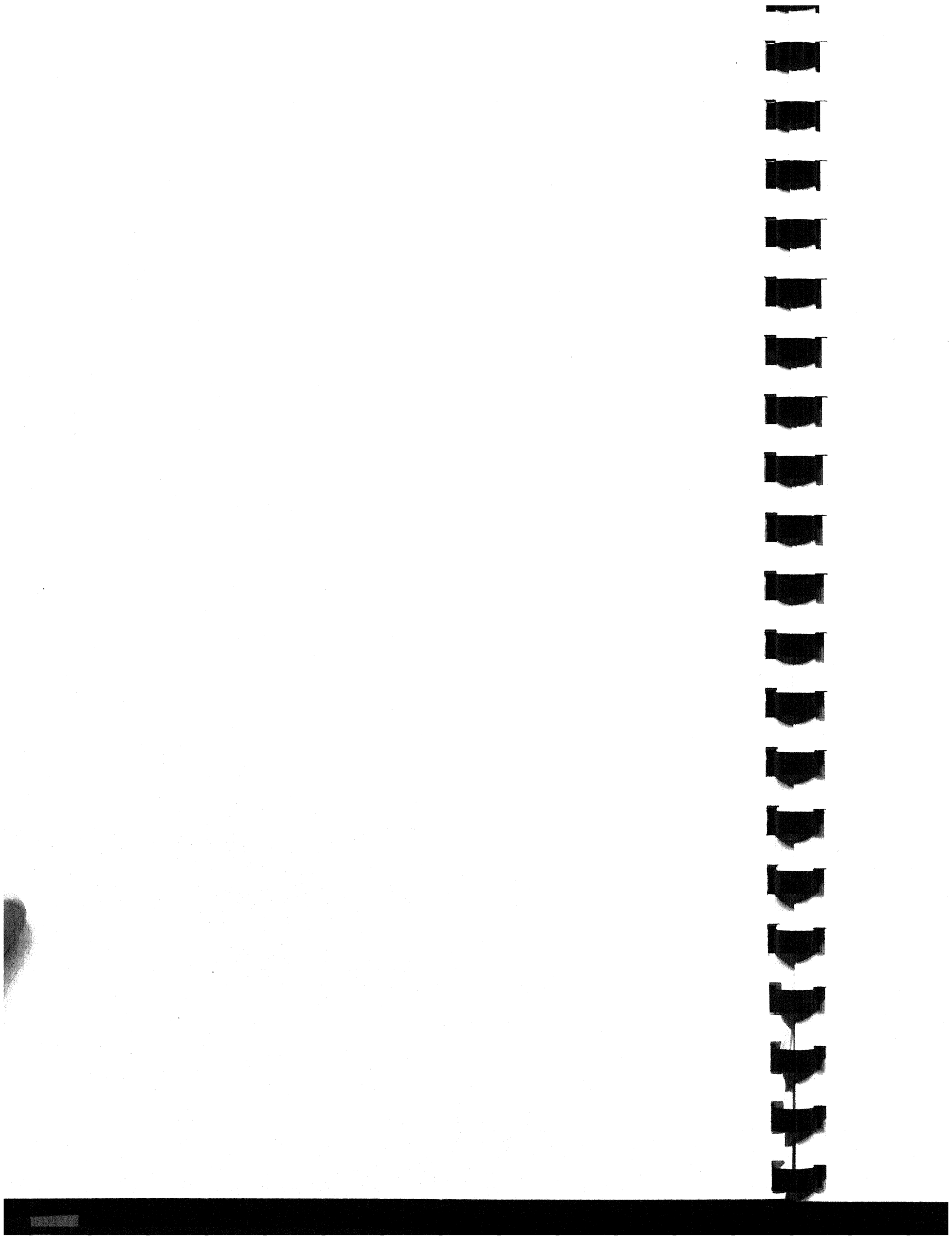
- In primary schools 0.44 per cent and 0.51 per cent of enrolled students were with less or more age group respectively. The proportion of such students in upper primary schools was 0.05 per cent and 0.32 per cent respectively.
- The left out rate among girls in primary schools and boys in upper primary school was found in higher side.
- A very high proportion of around 83.00 per cent primary and 72.00 per cent upper primary left out. Students were studying in other schools.
- Appointment of trained teacher in both type of schools can stop the left out cases.
- Over all left out students are 31 in primary schools and 10 are in upper-primary schools but most of them are reading in other schools.
- 22 primary and 6 upper primary schools are having student's studying in same class.
- 132 students are studying (repeating) in the same classes in primary and 21 in upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.
- The number of children identified for special need were 97, among them 69 children were in primary and 28 children were in upper primary school going age group out of these 67.00 per cent children were enrolled in both categories of schools.
- The aids and appliances were not found distributed among children.
- The aids and appliances should be provided to all children.
- The distribution of text books was carried out among all enrolled students in both categories of schools.
- Delay in supply of text books from BSA office was reported by 13 primary and one upper primary school.
- Mid-day meal was not being cooked in around 8.00 per cent primary and around 10.00 per cent upper primary schools because of non availability of ration, conflict between Pradhan and teachers.

- Hot meal being served in all school where mid-day meal being cooked.
- The attendance of students was found around 46.0 per cent in primary and around 52.0 per cent in upper primary school.
- As per MDM register cent per cent students availing mid day meal in both categories of schools but there was 24.0 per cent and 8.0 per cent gap in primary and upper primary schools between children availing MDM as per register and as per attendance of the children.
- There was regularity in supply of food grain and stock for one month was available in 23.0 per cent primary and 19.0 per cent upper primary schools.
- Cent percent food grains were delivered at school in both categories of schools.
- It has been reported that cent percent schools were receiving cooking cost in advance and in cash.
- Since the food supplements were not being provided to children so necessary steps should be taken to ensure the same.
- There was no any caste/gender and religion wise discrimination in serving food.
- Cent per cent students were found satisfied with the quality and quantity of food.
- In each and every school food was being supplied according to weekly menu.
- Health cards should be provided to all student.
- The cooks are mostly from OBCs.
- Regular payment to cooks should be ensured.
- Cent per cent Pucca kitchen will be available in both categories of school in this financial year 2008-09
- Portable water was available in all schools and adequate utensils for cooking MDM were available in all sample upper primary and around 99.0 per cent primary schools.
- A large number of children were aware of washing hand before and after taking meal.
- The students should be aware about the conservation of water.
- The participation and contribution of parents VEC/WEC and panchayat was generally bad in our sample schools.

- The involvement of VEC, parents and panchayat should be minimize in the implementation of MDM Programme.
- The inspection and supervision of MDM was found very poor in the district.
- Concerned authorities should ensure that the inspection and supervision work should be done through three level officers.
- Despites some shortcomings MDM Programme had generated some positive impact.
- The representation of different caste/communities in the VEC formed for both categories of school was well according to their population
- Among the total members the proportion of OBC was highest at 33.64 per cent and it was lowest as 3.29 per cent for ST population.
- A well representation was also provided to women to represent the VEC in both categories of schools.
- VECs meetings were regularly organized in 72.00 per cent schools.
- The average number of meetings held in a month during last 6 month was 1.72 per cent meetings.
- Female representation was found as per norms.
- Around 13.00 per cent primary and 24.00 per cent upper primary schools VEC members imparted training.
- Most of the members were satisfied with training.
- The contribution of VECs in different aspects of improving the condition of schools was quite appreciable.
- The contribution was more remarkable in creating congenial atmosphere in the schools.
- The training should be necessary to all VEC members.
- There was a large gap in between the amount received per schools and it utilization in different heads.
- The utilization of grants was reported only 81.00 per cent in primary and 79.00 per cent in upper primary schools.
- The utilization of grants was full in NPEGEL in both categories of schools.
- The school ensured the timely and properly utilization of grants.
- A significant proportion of Education committees did not have construction work manual.
- Most of the VECs did not have school construction related records.

- The SSA office should take initiatives to check the maintenance of various account records of VECs frequently.
- More than one teacher received TLM grant in both categories of schools.
- Training regarding use of TLM was provided to around 54.00 per cent primary and 31.00 per cent upper primary school teachers.
- Display and use of TLM was seen in 59.15 primary and 34.48 per cent upper primary schools.
- TLM use training should be provided to all teachers.
- A significant proportion (52.00 per cent) of teachers both in primary and upper primary schools has been using TLM.
- In our sample 48.00 per cent schools teachers were and using TLM.
- The construction of extra rooms was undergoing in around 35.00 per cent primary and 25.00 per cent upper primary school.
- Head masters of concerned schools were mainly made in charge of construction work.
- Installation of hand pumps and toilets are being constructed only in new buildings where construction work in progress.
- Inspection of the construction work at the spot was performed in cases of all the schools.
- Inspection work done mainly at the found mainly at the foundation level.
- The quality of construction work was found quite satisfactory in all cases.
- Teaching staff should not be involved in construction work.
- The enrolments of girls in KGBV were very low. The enrollment should be maximized.
- The vacant position of teaching and non teaching staff should be filled.
- Furniture and cots should be provided to all students.
- All EGS centers running in temporary places.
- All Acharya were trained.
- All Acharya availing irregular payment.
- Around 70.00 per cent students were present in AIE centers on the day of our visit.
- Regular payment to Acharya should be ensured.
- BRC coordinators visits were found on an average 2-3 times in both categories of schools.

- NPRC coordinators visit were found around 4 days in a month in both categories of schools.
- The filled in data capture formats have been sent to district office.
- There was some security problem seen in both categories of schools. .
- General school condition was found better in both categories of schools.



CHAPTER-I

Introduction

1.1 About Sarva Shiksha Abhiyan (SSA):

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

The Government of India initiated a number of programmes and projects to attain the status of universal enrolment. District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) are the two important programmes that are under implementation across the country, among which SSA is the most recent one. Achieving Universalisation of Primary Education (UPE) by 2007 and Universalisation of Elementary Education (UEE) by 2010 are the main objects of SSA. Development of District Elementary Education Plans through participatory planning mode within the broad framework of decentralized planning is the core of the SSA. More specifically, the main objectives of SSA are as follows (MHRD, 2000):

- All children in school, Education Guarantee Center, Alternate School, Back-to-School camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; and
- Universal retention by 2010.

The Dakar Framework for action (UNESCO, 2000) also set the following goals concerning school education to which India is also committed.

- Access to free and compulsory primary education of good quality.

- Primary and secondary education: elimination of gender disparities by 2005; and
- Gender equality in education by 2015; focus on girls' full and equal access, good quality.

1.2 **Objectives of Present Study:**

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Shravasti District of Uttar Pradesh. The objectives of the study are:

- To assess the progress of implementation of approved plans at district level and state level.
- To assess the performance of Primary schools, Upper-Primary schools, NPEGEL, EGS, AIS, Madarsa, Bridge course, and KGBV.
- To assess the different aspects of Mid Day Meal (MDM) scheme running in classes' 1-V in government, local body and government aided schools, EGS and AIE centre.
- To check progress in achievement of some key outcome indicators through sampling.
- To verify process and procedures undertaken for the implementation of SSA.

1.3 **Scope of Work:**

The Programmes to be covered include:

- Sarva Shiksha Abhiyan.
- Achievement Level of Primary and Upper Primary Schools.
- Mid-Day Meal Scheme.
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- EGS, AIS, Madarsa and Bridge courses.
- Alternative Schooling etc.

1.4 **Tools:**

To collect detailed data and information for the Monitoring and Evaluation on various aspects of Sarva Shiksha Abhiyan in district Shravasti, nine sets of schedules have been prepared on the basis of guidelines provided by the Ministry of Human Resource Development (MHRD). These are as follows :

1. District Schedule.

2. Schedule for Primary and Upper Primary schools.
3. Schedule for New Primary and Upper Primary Schools.
4. DITE & Training Schedule.
5. BRC / NPRC Schedule.
6. Schedule for EGS / AIE centers.
7. RBC / NRBC Schedule.
8. Schedule for KGBV.
9. Schedule for NPEGL.

Apart from this, one questionnaire was also developed to procure State level data and information regarding SSA from SPD office, Lucknow. A set of test paper containing questions in the subjects of Mathematics, Science, Hindi and English for class- V, in primary schools and for class- viii, in upper-primary schools was prepared according to syllabus of the concerning classes.

1.5 Sampling Methodology:

The Shrawasti district is divided in five development blocks. According to information availed from the B.S.A. office. There were 799 primary and 364 upper primary schools spread over in different rural and urban areas of the district. In addition to these formal schools there are 31 EGS, 36 AIE, 1 Maktab / Madarsa, 4 NPEGL and 5 Kasturba Gandhi Balika Vidhyalayas functioning in the district. (Table1.1)

Table-1.1: Total Number of Schools

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPGEL	KGBV	
1.	Ikauna	142	67	5	2	0	0	0	11	1	228
2.	Gilaula	162	74	8	1	0	0	0	11	0	256
3.	Jamunaha	150	72	12	17	0	0	0	11	1	263
4.	Hariharpur Rani	152	64	4	13	1	0	0	11	1	246
5.	Sirsiya	182	81	2	3	0	0	0	10	1	279
6.	Nagar Kshetra	11	6	0	0	0	0	0	0	0	17
Total		799	364	31	36	1	0	0	54	4	1289
No. of Sample Schools		73	30	4	4	1	0	0	4	2	118
% of Sample Schools		8.89	7.97	12.9	11.11	100.00	0	0	7.41	50.00	8.92

Source: SSA Programme, BSA, District Shrawasti, U.P.

The sample for survey in primary and upper primary schools was drawn among the four development blocks and one urban center of the district. The selection of sample primary and upper primary schools was carried out on the basis of random sampling method. The entire sample consists of 73 primary and 30 upper primary schools. Besides these 4 cluster model schools for NPEGEL, 4 EGS, 4 AIE, 1 Madrasa, 2 KGBV, have been covered in the sample. The collection of required data and other necessary information were collected through a well designed interview schedules. The other information regarding to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari. The details of different categories of institutions covered for the study from selected blocks are presented in table 1.1.

Table-1.2: Number of Sample Schools in Shrawasti District

SI No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madrasa	KGBV	Bridge course		Total
									RBC	NRBC	
1	<u>Ikauna</u>	142	67	11	5	2	-	1			228
	%age Schools/Centre	(22.29)	(23.10)	(25.58)	(21.74)	(5.71)	-	(25.00)			(22.07)
	Sample no of Schools	15	7	1	1	-	-				24
	%age Schools/Centre	(20.55)	(23.33)	(20.00)	(25.00)						(20.87)
2	<u>Jamunaha</u>	150	72	11	12	17	-	1	-	-	263
	%age Schools/Centre	(23.54)	(24.82)	(25.58)	(52.17)	(48.57)	-	(25.00)			(25.46)
	Sample no of Schools	17	7	1	2	2	-	1	-	-	30
	%age Schools/Centre	(23.29)	(23.33)	(25.00)	(50.00)	(50.00)		(50.00)			(26.09)
3	<u>Hariharpur Rani</u>	152	64	11	4	13	1	1			246
	%school/centre	(23.86)	(22.07)	(25.58)	(17.39)	(37.14)	(100.00)	(25.00)			(23.81)
	Sample no of school	18	6	1	1	1	1	-			26
	%age School/centre	(24.66)	(20.00)	(25.00)	(25.00)	(25.00)	(100.00)				(22.61)

4	Sirsiya	182	81	10	2	3	-	1			279
	%age Schools/Centre	(28.57)	(27.93)	(23.25)	(8.70)	(8.57)		(25.00)			(27.01)
	Sample no of Schools	20	8	1	-	1		1			30
	%age Schools/Centre	(27.40)	(26.67)	(25.00)		(25.00)		(50.00)			(26.09)
5	Urban Area	11	6								17
	%age Schools/Centre	(1.73)	(2.07)								(1.65)
	Sample no of Schools	3	2								5
	%age Schools/Centre	4.10)	(6.67)								(4.34)
	Total	637	90	43	23	35	1	4			1035
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)			(100.00)
	Sample no of Schools	73	30	4	4	4	1	2			118
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)			(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools except 2 new primary and one upper primary school from BRC and NPRC of the district. In new primary and upper primary school only civil work data were available so in next chapters we are giving the descriptions of only functional schools.

Table-1.3: Distance of Sample Schools from B.R.C./ N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRC			
	a. Within 3 KM	9(12.68)	5(17.24)	14(14.00)
	b. 3 to 5 KM	13(18.21)	2(6.90)	15(15.00)
	c. 5 to 8 KM	6(8.45)	5(17.24)	11(11.00)
	d. Above 8 KM	43(60.56)	17(58.62)	60(60.00)
	Total	71(100.00)	29(100.00)	100(100.00)
2	NPRC			
	a. Within 3 KM	46(64.79)	20(68.97)	66(66.00)
	b. 3 to 5 KM	14(19.72)	5(17.23)	19(19.00)
	c. 5 to 8 KM	8(11.26)	2(6.90)	10(10.00)
	d. Above 8 KM	3(4.23)	2(6.90)	5(5.00)
	Tota	71(100.00)	29(100.00)	100(100.00)

Source: Field survey, SSA Programme, District Shrawasti, U.P

CHAPTER-II

EDUCATIONAL PROFILE OF SHRAWASTI DISTRICT

2.1. Introduction:

Shrawasti is a newly created district of Uttar Pradesh (India) carved out from districts of Gonda and Bahraich. Besides these two districts Shrawasti shares its border with district Balrampur. Bhinga the districts headquarter of Shrawasti is approximately 150 km. away from the state capital Lucknow. The main features of the district are given bellow:-

- Geographical Area 1126.00 km².
- Population 923380
- Literacy (male) 47.27%
- Literacy (female) 18.75%
- Parliamentary Constituency Bahraich
- Assembly Constituencies Bhinga, Ikauna, Charda, Bahraich,
- Tehsil Bhinga, Ikauna.
- Community Deve. Blocks Hariharpur Rani, Sirsia, Gilola, Jamunaha, Ikona
- No. of Panchayats 72
- No. of Villages 683 - Inhabited, 19 - Uninhabited

Shrawasti, the northern town of Uttar Pradesh, is located near river Rapti. This town is closely associated the life of Lord Buddha. It is being said that the mythological king Sravast founded this town. Shrawasti was the capital of Kosala Kingdom during sixth century BC to sixth century AD. This prosperous trading center was well known for its religious associations. The "Sobhnath" temple. The Sobhnath temple is believed to be the birth place of Jain Tirthankar 'Sambhavnath' making Shrawasti an important center for the Jainas. As mentioned in the "Bruhatkalpa" and various kelps of the fourteenth century. The name of the city was "Mahid". There are subsequent mentions showing that the name of city was 'Sahet-Mahet'. It is also mentioned that a vast fort covered this city in which there were many temples having

idols of Devkulikas. Buddha is believed to have spent 24 Monsoons in this city. Age-old stupas majestic monasteries and several temples near the village of "Sahet-Mahet" establish Buddha's association with Shrawasti. Moreover, Shrawasti is the holy land of all the Kalyanakas-Chayan, Birth, Diksa and attainment of omniscience Bhagwan Sambhavanath. Today a great rampart of earth and brick surrounds the city. During excavation in 'Sahet-Mahet' near Shrawasti City, many ancient idols and inscriptions were found. They are now kept in museums of Mathura and Lucknow. At present, the archaeological department of the Indian Govt. is doing excavation to perform allied research.

The ancient city of Shrawasti, venerated by Buddhist and Jains alike, is at present a collection of ruins called 'SAHET-MAHET'. This twin name is applied to two distinct groups of remains, Sahet and Mahet. Sahet is the site of the famous Buddhist monastery known as JETAVANA VIHAR, which lay outside the limits of Shrawasti city. The latter is identified with modern Mahet. The ruins at Sahet mainly of plinths and foundation of monasteries and stupas, all Buddhist. The other site i.e., Mahet situated at about 500m from the site denotes ancient city proper. Very little is known of the city of Shrawasti until it rose to fame owing to its association with Buddha and Mahavira in sixth century BC.

At the time of Buddha, Presanajit was the king of Shrawasti. The site of Sahet is said to be the park of prince jeta, son of Presanjit, hence named Jetavan. Sudatta (also known as Ananthapindika), a wealthy merchant of Shrawasti, bought this park from prince jeta by paying enpieces that could cover the park. This episode is found in a sculpture of second century B.C. A jetavana scene is also found on an early Amaravati stele. The earliest structural activities at Sahet are attributed mainly to Sudatta, Prince Jeta and his father King Presanajit. In the third rainy season after his enlightenment, Lord Buddha visited jetavana and since then he regularly made his sojourn to the monastery spending here 24 rainy season in all. One of the interesting episodes in an off-told story of Buddha at Shrawasti was the conversion of a robber named Angulimala.

After the age of Buddha and Mahavira, the history of Shrawasti is obscure till we come to the period of Ashoka in the third century B.C. The material prosperity of Shrawasti was at its height during Ashoka's period. Ashoka is credited with the erection of two pillars, each 21 m high, in addition to the construction of several monasteries and stupas. The monasteries and shrines of jetavana were renovated during the early centuries of the Christian era under the patronage of Kushanas.

During the period of Guptas, the Buddhist establishment at Jetavana prospered as before. In the early fifth century FA-HIEN visited this place. In the reign of King Harsha (AD 606-647) Hiuen-Tsang visited Shravasti and found it a wild ruin. There is evidence to show that some Buddhist establishments survived in Jetavana down to the middle of the twelfth century mainly due to the patronage of the Gahadavala kings of Kannauj. The history of Shravasti thereafter is quite unknown. The ruins of Shravasti remained long forgotten until they were brought to light and identified with Shravasti by Alexander Cunningham in 1863. Successive excavations have yielded the remains of several stupas, temples and monasteries, etc.

District Shravasti is educationally very backward district in Uttar Pradesh. Due to SSA situation has been changed which is evident from Table-2.1 that there has been an increase in the literacy rate of the district from 29.55 per cent to 34.25 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district and it was found to be lower, 34.25 per cent than the State average, i.e. 57.36 per cent. The male literacy rate (47.27 per cent) is recorded to be the far higher as compared to the female literacy rate (18.75 per cent) in the district during the year 2001.

Table-2.1: Literacy Rate of Shravasti and UP

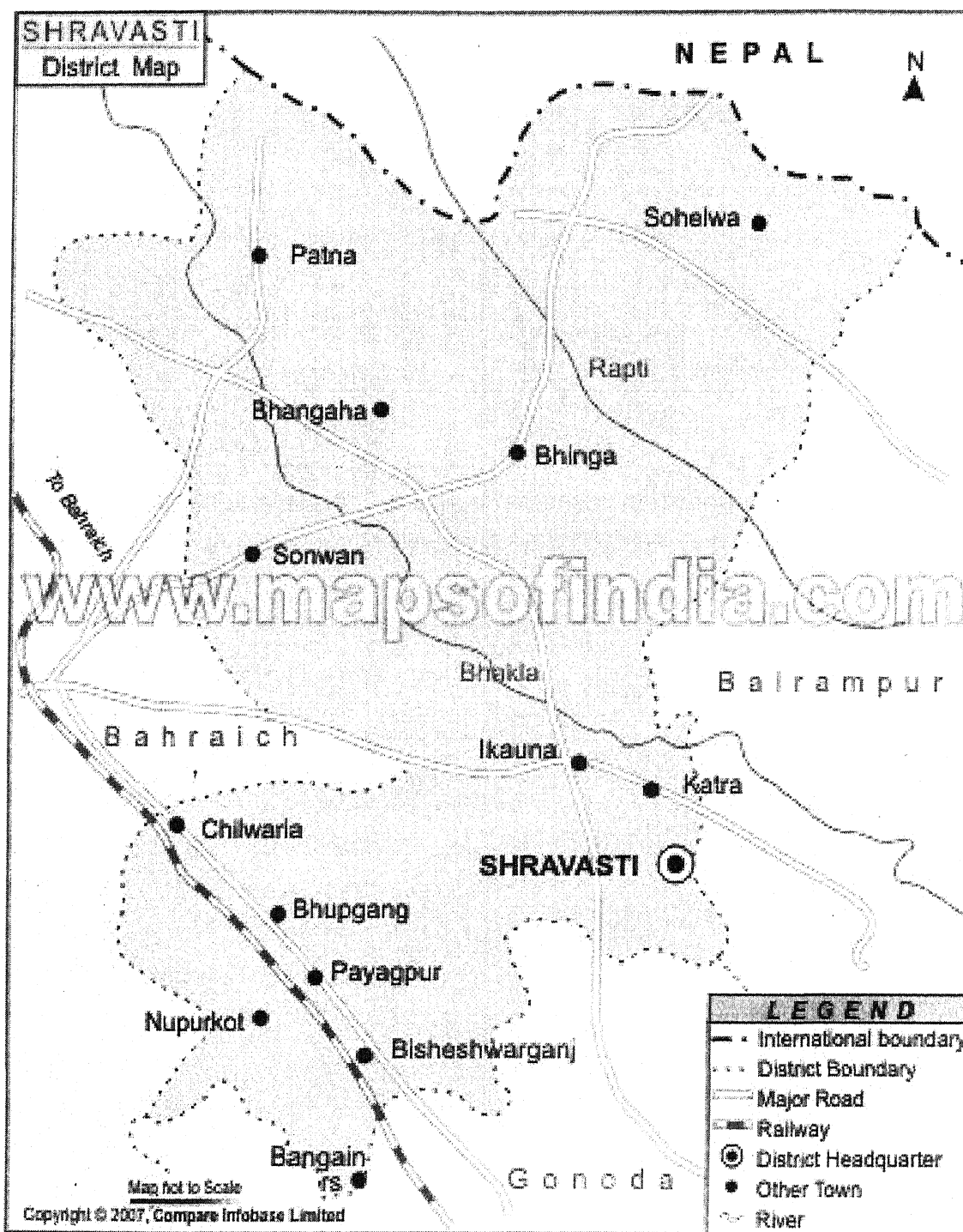
Sl. No.	Item	Uttar Pradesh		Shravasti District	
		1991	2001	1991	2001
1	Persons	40.70	57.36	29.55	34.25
2	Male	54.80	70.23	44.91	47.27
3	Female	24.40	42.98	10.57	18.75

Source: Census of India, 2001.

Findings and suggestion

Literacy among both the sexes is increasing but the pace of literacy rate is less than state literacy.

District Shrawasti: Map



Source: www.mapsofindia.com

2.2. Status of School

As per information available from the office of Basic Shiksha Adhikari, Shrawasti, there are 732 primary and 328 upper primary schools as on 31 March 2008 and 67 primary and 36 upper primary schools were sanctioned for the financial year 2008-09. However, none of the sanctioned primary and upper primary schools were functioning during the current financial year. In all currently 1060 primary and upper primary schools are functioning in the district (See Table-2.2)

Table-2.2: Details about Opening of Schools

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.08	732	328	1060
2	No. of Schools Sanctioned in current financial year-2008-09	67	36	103
3	No. of Schools Opened in current financial year-2008-09	0	0	0
4.	No. of spill over schools in the financial year 2007-08	0	0	0
5.	current status of schools	732	328	1060

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Major Findings

- During the current financial year 67 primary and 36 upper primary schools were sanctioned but none of these schools were functioning.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in the Table-2.3 indicate that there were 258 head masters and 118 assistant teachers in primary school and 172 head masters and 155 assistant teachers in upper primary schools in the month of July 2008. In both types of schools there were 67 and 36 posts of head master respectively sanctioned during the financial year 2008-09 but these posts were not filled till date. During the same period 72 assistant teachers for upper primary schools were sanctioned but these posts were also lying vacant. In all 175 head master and assistant teachers in both categories of schools still to be appointed in the district during the current financial year 2008-09. There were 1312 Shiksha Mitras those are teaching in primary schools and 67 Shiksha Mitra were appointed in

the Financial year 2008-09. The sanctioned positions of head master and assistant teachers needed to be filled so that the children could be imparted proper education.

Table-2.3: Details about Teacher in Primary And upper Primary Schools

Details		PS							UPS						
		As on 01-07-08	sanctioned 2008-09		Appointment against Sanctioned		Diff.		As on 01-07-08	sanctioned 2008-09		Appointment against Sanctioned		Diff.	
			New	Other	New	Other	New	Other		New	Other	New	Other	New	Other
1	Head-master	258	67	0	0	0	67	0	172	36	0	0	0	36	0
2	Assistant Teachers	118	0	0	0	0	0	0	155	72	0	0	0	72	0
3	Shiksha Mitra	1312	67	0	67	0	0	0	0	0	0	0	0	0	0

Source: SSA Programme, BSA, District- Shrawasti, U.P

Findings and Suggestion

- Initiative should be carried out to appoint the different category of teachers on priority basis so that imparting of learning to student can be assured.

2.4. Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Shrawasti during 2008-09 is presented in Table-2.4, it indicates that no appointments of teachers were made in primary and upper primary schools during this period. During this period only 67 shiksha mitras were appointed at primary schools of the district. All the shiksha mitras were appointed at VECs level.

Table-2.4: Mode of Recruitment of Teachers

Sl. No	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2008-09		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2008-09		Appt. at DPO/Basic Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Head-master	0	0	0	0	0	0	0	0
2	Asstt. Teacher	0	0	0	0	0	0	0	0
3	Shiksha Mitra	0	67	0	67	0	0	0	0
4	Total	0	67	0	67	0	0	0	0

Source: SSA Programme, BSA, District- Shrawasti

2.5. Teachers' In Service Training:

In the context of improving the quality of teaching and bringing qualitative changes in the aptitude of children the training for the teachers of both categories of schools were being organized at the DIET BRC and NPRC level. It was reported that the DIET had been imparting the In-Service Training to only the head masters of primary and upper primary teachers in the subject related to remedial teaching, EMIS and other aspects while the same subject of training were giving at BRC and NPRC level to the assistant teachers and shiksha mitra . The target and identification of teachers for different component of training is fixed by the BSA office. As per information provided by the DIET the number of primary and upper primary school teachers which were provided the training of EMIS and remedial teaching were 312 teachers in primary and 232 teachers from upper primary schools respectively Out of which the training of 84.78 per cent primary teachers and 70.95 per cent upper primary teachers have been completed. In addition 433 Shiksha mitra as against the target of 732 Shiksha mitra were also entrusted the In-Service Training. (For detail see table no. 2.5)

Table-2.5: Teachers' In Service Training

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on date of visit	Balance Left	Target No. of teachers for training	No. of teachers provided training as on date of visit	Balance Left
1	2	3	4	5	6	7	8
1	Head-master & Assistant Teachers	368 (100.00)	294 (79.89)	74 (20.11)	333 (100.00)	214 (64.26)	119 (35.74)
2	Shiksha mitra	1165 (100.00))	732 (62.83)	433 (37.17)	0	0	0
	Total	1533 (100.00)	1026 (66.93)	507 (33.07)	333 (100.00)	214 (64.26)	119 (35.74)

Source: SSA Programme, DIET, District- Shrawasti, U.P.

Findings and Suggestions

- In service training, target was not achieved in both categories of school teachers.
- Untrained teachers need to be provided in-service training.

2.6. Teachers' Orientation Training:

The target has been fixed by the BSA, Shrawasti for 46 Shiksha Mitra to participate in 30 days orientation training for the year 2008-09. The orientation training programme has been provided to all targeted 46 Shiksha Mitra till the date of our visit and no targeted shiksha Mitra had been left for this training (Table-2.6).

Table-2.6: Teachers' Orientation Training (30 days)

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on date of visit	Balance Left
1	2	3	4	5
1	Headmaster	0	0	0
2	Assistant teachers	0	0	0
3	Shiksha mitra	46	46	0
4	Total	46	46	0

Source: SSA Programme, DIET, District- Shrawasti, U.P.

Findings and Suggestions

- Orientation training has not been provided to all targeted shiksha mitras in the district.
- Orientation training also needs to be given to all primary school teachers.

2.7: Teachers' Refresher Training:

As far as the teachers refresher training is concerned the DIET office has reported that there is no any 60 days refresher training programme for teachers in the district.

2.8 Training module of DIET

The DIET has provided 3-6 days training programme. 368 primary and 333 upper primary teachers have to be trained but this target was not achieved in both categories of schools. (For details see table no. 2.7)

Table-2.7 **Training Module of DIET**

Particulars	Duration (days)	No of primary Teachers	No of Upper primary teachers	Total
a.1. Target		368	333	701
2.Achivement		294 (79.89)	214 (64.26)	508 (72.47)
b. Name of course Module				
1. Action Res. Related Training	3	38	17	55
2. Action Res. Related Training	6	20	17	37
3.Sanskrit and Hindi teaching	3	26	21	47
4. Science & Math Teaching	6	1	49	50
5. Preparation of question paper & its use	4	9	44	53
6. Action Research Related Training	3	48	7	55
7. Preparation of question paper & its use	4	30	14	44
8. Preparation of question paper & its use	4	14	5	19
9. Science & Math Teaching	6	49	33	82
10.Social science teaching	4	59	7	66

Source: DIET Shrawasti.

2.9 Teachers Learning Material (TLM) Grant:

As per information given in Table-2.8,1678 teachers from primary and 334 teachers belong to upper primary schools where found eligible to receive TLM grant during the financial year 2008-09. A total of Rs.839000.00 was given as TLM grant to all eligible primary schools teachers. Along with this, Rs.167000.00 was also given to upper primary school teachers. The date of release of TLM grant was 15-01-2009., for primary and upper primary school teachers.

- All eligible teachers from primary and upper primary schools received TLM grant during the financial year 2008-09.

Table-2.8 **Details about TLM Grant**

Sl. No.	Details	Primary Schools	Upper Primary Schools
1	No. of teachers eligible to receive TLM grants in financial year 2008-09	1678	334
2	Total grant sent by BSA to VECs accounts	839000	167000
3	Date of release of TLM Grant	15-01-09	15-01-09
4	No. of teachers covered	1678	334

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.10. Distribution of Text Books:

The Information regarding the distribution of text books distributed among the different communities studying in both type of schools are presented in table no.2.9. The text books were distributed among 116939 students of primary schools and 23106 students of upper primary schools of the district in the months of July 2008. The children of both primary and upper primary schools were given Free textbooks from the SSA as well as state grant. However, the proportion of children who received free text books from SSA were reported significantly higher than the children who received free text books from state grant both in primary and upper primary schools. In all, the free books were distributed among 70311 children from SSA grant and 46628 children from state grant in primary schools. In upper primary schools, the number of children who received free text books from SSA and state grant were 13596 and 9510 respectively.

Findings and suggestion

- Almost all the children of different categories enrolled in primary and upper primary schools have been provided free text books either from the SSA grant or the state grant though the proportion of children received free text books from SSA grant were reported higher than those received from the state grant.

Table-2.9: Details about Text Books Distribution

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		Total	Boys		Girls	Total	Boys		Girls
			SC	ST			SC	ST	
1	2	3	4	5	6	7	8	9	10
1	No. of children to whom Free text have been distributed	116939	13367	494	56450	23106	2970	194	10432
2	No. of children receiving books from SSA programme	70311 (60.13)	13367 (19.01)	494 (0.70)	56450 (80.29)	13596 (58.84)	2970 (21.84)	194 (1.43)	10432 (76.73)
3	No. of children received free text books from State Govt. Funds	46628 (39.87)	-	-	-	9510 (41.16)	-	-	-
4	Actual date of text books distributed to the district level and to schools	12.7.2008 To 20.7.2008							

Source: SSA Programme BSA, District Shrawasti U.P

2.11. Number of Children and their Enrolment in Schools:

Based on the household Survey conducted for enumeration of children in the district during September 2008 the total number of children enumerated in the age group 6-11 were 7535 (3866 boys and 3669 girls). In the upper primary school going age group of 11-14 years the population was 3117. The proportion of boys was found higher in upper primary schools.

Table-2.10 further indicates that 100 per cent of total children of 6-11 years age group and age group of 11-14 years were enrolled in both categories of schools.

Table-2.10: Details of Children and their Enrolment in Schools

Age group of children		Total No of children as per household survey September, 2008	Total No of children enrollment as per 30.09. 08
6-11 Years	Boys	3866	3866(100.00)
	Girls	3669	3669(100.00)
	Total	7535	7535(100.00)
11-14 y ears	Boys	1582	1582(100.00)
	Girls	1535	1535(100.00)
	Total	3117	3117(100.00)

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings and Suggestions

- cent percent enrolment of enumerated children was found in both categories of schools.
- This should be maintained by stopping retrenchment and dropout.

2.12. Civil Works:

The construction of school buildings was in progress for primary and upper primary schools. The available information indicates that construction of 67 new primary and 36 upper primary schools was sanctioned for the financial year 2008-09 in the district (Table-2.11).As per information received from BSA office 17 primary and 2 upper primary schools buildings were completed during the survey time. However, construction of 50 primary and 34 upper primary schools was in progress.

Table-2.11: Status of Civil Work Sanctioned for the Financial Year 2008-09

Sl. No	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2008
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	67	17	50	-	-
2	New Upper Primary Schools	36	02	34	-	-
3	Additional Rooms for Primary Schools	-	-	-	-	-
4	Additional Rooms for UPS	-	-	-	-	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

It has been informed by the BSA officials, that the technical supervision of civil works of primary and upper primary schools is done by the district coordinator (civil work) of expert BSA office (specially appointed for Sarva Shiksha Abhiyan), and JEs of RES appointed in development blocks. The proper technical guidance during the construction period was provided by these JEs to all concern school teachers.

Major Findings and Suggestion

- The adequate technical support from the JEs was provided to concern teachers.
- The involvement of teachers in construction work needs to be minimized.

The information relating to the drinking water and toilet facilities in the new primary and upper primary schools of the district was made available by the BSA, Shrawasti through SSA programme.

2.13. School Grants:

The details of grants have been presented in Table-2.12 which indicate that the grant of 1050 primary and upper primary schools was approved for the year 2008-09. Out of these schools, 722 were primary and 328 were upper primary.. A total amount of Rs.54.93lakhs was released to VECS dated on 31-7-2008. Out of this total amount Rs.36.10 lakh were released for the primary schools and Rs. 18.83 lakhs were for the upper primary schools. The VECs could not provide the details of

fund utilization when survey has been carried out. It is evident from the table that no centralized purchase for any school from this grant had been made by the BSA.

Table-2.12: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2008-09	722	328	1050
2	No. of schools to whom funds have been released	722	328	1050
3	Date of release the grant to VEC accounts	31.7.2008	31.7.2008	-
4	Released amount (Rs.lakhs)	36.10	18.83	54.93
5	Amount utilized by VECs up to 31.1.09 (Rs.)	20.60	12.25	32.85
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes			
	a. For What purpose	-	-	-
	b. Amount utilized (Rs.)	-	-	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings and suggestions

- The approved grant has been duly released in the VEC accounts for the primary and upper primary schools for whom the grant was approved.
- The BSA office has not made any centralized purchases.
- The centralized purchase for schools should be made by the BSA office from school grants to avoid the leakages in purchases made by schools through VEC.

2.14. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centers:

There were 199 EGS/AIE centers were sanctioned during 31-10-2008 but. It has been found that only 63.32 percent EGS/AIE were functional in that period .Table-2.13 also shows that 109EGS/AIE were sanctioned during the year 2008-09 but only 61.47 per cent were opened this year. No information has been provided by the BSA office regarding the number of EGS/AIE centre to be upgraded and number of teachers sanctioned for new upgraded primary schools.

Table-2.13: Details about EGS/AIE Centers

Sl. N.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.10.2008	199	126(63.32)
2	No. of EGS/AIE centers in the financial year 2008-09	109	67(61.47)
3	No. of EGS/AIE centers to be upgraded in the financial year 2008-09	-	-
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

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2.15. Students Enrollment in the EGS/AIE Centers:

The information regarding enrolment status in EGS/AIE centers in Shrawasti district is given in Table-2.15. This table indicates that a total number of 2616 children have been enrolled in the EGS/AIE centers as on 30.09.2008 against the target of 2725 children.. Out of these total enrolled children, 248 (9.48 per cent) belong to the scheduled caste, 525 (20.07 per cent) belong to the OBC, 1772 (67.74 per cent) minority and 71 (2.71 per cent) belong to the other (General BPL) category of population.

Table-2.14: Details about Children's Enrollment in the EGS/AIE Centers

Sl. No.	Social Group	Target for 2008-09	Enrolled as on 30.09.2008	Difference
1	2	3	4	5
1	SC	-	248(9.48)	-
2	ST	-	-	-
3	OBC	-	525(20.07)	-
4	Minority	-	1772(67.74)	-
5	Others	-	71(2.71)	-
6	Total	2725	2616(100.00)	109(4.00)

Source: SSA Programme, BSA, District- Shrawasti, U.P.

All the EGS/AIE centers running in the district have a position of district coordinator (alternate education), but this post was lying vacant as per information given by the BSA, Shrawasti. The monitoring of existing EGS centers was done through a format supplied at the district level by SPO. Not a single EGS/AIE centre made upgraded.

2.16. Children Mainstreamed From EGS/AIE Centers:

There were 1039 children mainstreamed from EGS/AIE centers as on 30.09.2008 in the current financial year 2008-09. 253 children were mainstreamed during the year 2007-08. All these 1039 children were mainstreamed in Government Schools (Table-2.15). Free Text books for all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

Table-2.15: **Children Mainstreamed From EGS/AIE Centers**

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2008 in the current financial year 2008-09	1039	
2	Details of the last academic year 2007-08	253	
	1. Mainstreaming in private schools	-	
	2. Mainstreaming in Govt. aided schools	-	
	3. Mainstreaming in Govt. schools	253	

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings

- Mainstreaming has been done in government schools, as reported by the BSA, Shrawasti.

2.17. **Block Resource Centre/Nyaypanchayat Resource Centre (BRC/NPRC):**

The details of BRC and NPRC of Shrawasti district have been presented in Table-2.16. There were 5 BRC and 54 NPRC recorded during the financial year 2007-08. Along with this, there were 5 BRC coordinators and 5 assistant coordinators have been appointed as per norms.

Findings and Suggestions

Co-ordination between BRCs and NPRCs was satisfactory.

Table-2.16: **Details about BRC/NPRC**

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centers as on 31.03.08	5	5
2	No. of NPRC centers as on 31.03.08	54	54
3	No. of BRC centers in the financial year 2008-09	5	5
4	No. of NPRC centers in the financial year 2008-09	54	54
5	Details of staff in BRC: a. Coordinators	5	5
	b. Asst. Coordinator	5	5
	c. Others	-	-
6	Details of staff in NPRC: Coordinators	54	54

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.18. Children With Special Needs (CWSN):

There were 3119 CWSN children identified in the district during the financial year 2008-09. Mr. Ajit Kumar Uppadhyay (District Coordinator) informed us that aids and appliances could not be distributed yet in any school of the district, among the CWSN candidates. There were 38 ramps and 16 ramps in primary and upper primary schools respectively. The number of resource teachers identified was 2. The resource teachers were provided orientation training at the DIET. (Table-2.17).

Table-2.17: Children With Special Needs (CWSN)

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2008-09	NA	NA	3119
2	No. of children who have been provided with aids and appliances in financial year 2008-09	NA	NA	NA
3	No. of resource teachers identified	NA	NA	2
4	No. of Children who has been provided home based support in financial year 2008-09.	0	0	0

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings and Suggestions

- Large number of parents needs to be counseled about CWSN.
- The large number of students required aids and appliances.

2.19. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details available from BSA office the NPEGEL situation in the district shown in Table-2.18 .The total 54 number of model school clusters were functional as on 31.01.2009. Among all.29 model clusters were having drinking water and toilet facilities. Out of 54 model clusters 28 were electrified. Appointment of a gender coordinator was sanctioned in the district and is in position.

A monitoring system to check the progresses in girls' education interventions were implemented as reported by the BSA, district Shrawasti.

Table-2.18: National Programme for Educational of Girls at Elementary Level (NPEGEL)

Sl. No.	Details of Facilities	Target for 2008-09	Made functional as on date of visit	Difference
1	Number of model schools clusters		54	
2	No. of additional class rooms to be aided.		54	
3	No of model clusters with drinking water		29	
4	No of model clusters with toilet facility		29	
5	No of model clusters with electrification		28	
6	Quantum of funds to be released		-	
7	No. of ECCE centers operational under Innovation Head funds		49	
8	No. of ECCE centers operational under NPEGEL		49	

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Finding and Suggestion

- The entire NPEGEL programme was not running properly in the district.
- This programme should be run according to the norms.

2.20. Kasturba Gandhi Balika Vidyalaya (KGBV):

The numbers of KGBVs sanctioned in the district were 5 in the year 2007-08 . Among them 4 KGBV were functional. Two were made functional by the Mahila Samakhya up to 30.09.08 in the district. Land has been identified for all KGBVs.

The positions of 5 wardens cum teacher, along with these 20 full time teachers, 15 part time teachers and 25 support staff (Accountant/Assistant, Peon cum Chaukidar and Cook) were sanctioned. Out of these, 4 warden cum teacher were appointed along with this, 16 full time teachers, 12 part time teachers and 20 support staff (Accountant, Peon cum Chaukidar and Cook) were also in position (Table-2.19). There were 345 students in these KGBV as reported by the BSA officials.

Table-2.19: Teaching and Other Staff in KGBV

Sl. No.	Staff	Sanctioned	In Position
1	Warden cum teachers	5	4
2	Full time teachers	20	16
3	Part time teachers	15	12
4	Support staff (accountant/assistant, peon, chowkidar and cook)	25	20

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Suggestion

- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned one KGBV should be open as early as possible.

2.21. Details about District Information System for Education (DISE)/Educational Monitoring and Information System (EMIS):

The district has EMIS with required computer and computer operator. The data formats have been supplied to all the schools. The data collected and compiled being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 percent of the data collected in the district. BRC coordinators of the district have been trained for this work.

Finding

- Evaluator has found that secondary data were not made available properly due to lack of coordination among district coordinators, MIS incharge and clerical staff of BSA.

2.22. Staffing at District Level SSA Office:

The district has not full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, Computer Operator, EMIS in charge and a peon were sanctioned and duly appointed in the district but the sanctioned 4 posts of DC and 2 posts of accountant/assistant accountants were lying vacant.

Table-2.20: Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	5	1
4	Accountant/Assistant Accountant	2	0
5	Computer Operator	1	1
6	EMIS Incharge	1	1
7	Peon	1	1

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings and suggestions

- Four positions of DC and Two post of Accountant/Assistant Accountants wear still vacant.
- From the view point of efficient functioning and achieving successful outcome of the implementation of SSA programme a strong administrative set up is necessary. Therefore it is necessary to fill all the vacant positions as sanctioned for SSA programme.

2.23. Details about DIET Officials

Table no. 2.21 shows that in DIET office of Shrawasti district the principal and vice principal laying vacant since a long time. A senior lecturer was working as a acting principal while there is around 76.0 per cent and 100.0 per cent gaps in sanctioned and working positions of lecturer and senior lecturer in the DIET. Cent per cent post of lab technician, office superintendent, librarian and accountant sanctioned post were lying vacant.

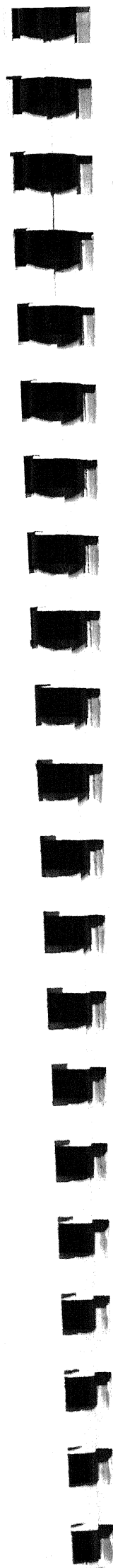
Table-2.21: Details about DIET Officials

Sl.No	Position	Sanctioned	Working	Difference
1	Principal	1	0	1(100.00)
2	Vice- Principal	1	0	1(100.00)
3	Sr. Lecturer	6	0	6(100.00)
4	Lecturer	17	4	13(76.47)
5	Lab Technician	2	0	2(100.00)
6	Office Supted.	1	0	1(100.00)
7	Librarian	1	0	1(100.00)
8	Accountant	1	0	1(100.00)
9	Stenographer	1	1	0
10	Clerk	9	8	1(11.11)
11	Peon	5	4	1(20.00)

Source: DIET office Shrawasti district.

Findings and Suggestions

- Sanctioned posts of official should be filled so that teachers and other SSA related official can be trained properly.



CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Schools:

Based on primary survey conducted among a sample of 71 primary and 29 upper primary schools, it was found that 88.74 percent primary and 37.94 percent upper primary schools were established before 10 years ago in the district. Similarly around 70.00 percent primary and 28.00 percent were constructed before 10 years ago. In all 74.00 percent schools of both categories were established before 10 years and 58.00 percent were constructed in the same period. However, a lowest proportion of 2.82 percent primary and 17.24 percent upper primary schools were of the recent origin of 2 years ago and the constructions of building were done in same years.

Table-3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less 2 year (2008-09 to 2006-07)	2(2.82)	2(2.82)	5(17.24)	5(17.24)	7(7.00)	7(7.00)
2.	2 Years to 5 years (2005-06 to 2003-04)	3(4.22)	9(12.68)	10(34.48)	13(44.83)	13(13.00)	22(13.00)
3.	5 years to 10 year (2002-03 to 1998-99)	3(4.22)	10(14.08)	3(10.34)	3(10.34)	6(6.00)	13(13.00)
4.	10 year + (Before 1997-08)	63(88.74)	50(70.42)	11(37.94)	8(27.59)	74(74.00)	58(58.00)
	No. of Total Schools	71(100.00)	71(100.00)	29(100.00)	29(100.00)	100(100.00)	100(100.00)

Source: Field Survey, SSA Programme, District Srawasti, U.P.

Findings and Suggestions

- Most of the primary schools (88.74 per cent) were established before ten years and the construction of 70.82 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 37.94 per cent schools have been established and 27.59 per percent of them constructed before ten years.
- There should be no delay in providing school buildings to the schools. The backlog of left for construction of school buildings should be constructed as early as possible.

3.2 Availability and Utilization of Classrooms:

Despite the fact the actual number of rooms constructed in the schools of our survey ranged from a minimum of one room up to maximums of ten rooms in the case of primary schools having sown rooms was much below the actual number. For example there were as many as 8 schools having 8 rooms but only one of them was utilizing all of them. In fact the maximum concentration as far as utilization is concerned was in 5 and 3 rooms. Nearly 65.0percent schools fall in this category.

A similar picture emerges even with respect to upper primary schools when the maximum concentration was found in schools utilizing 3rooms. (For class room wise details please refer to Table no.3.2).

Findings and suggestion

- In both primary and upper primary schools it was observed that in many cases the schools have more rooms then what are actually being utilized.

Table- 3.2: Availability and utilization of classrooms

and upto Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	1(1.41)	1(1.41)	0	0
02	2(2.82)	10(14.08)	0	4(13.79)
03	7(9.86)	22(30.98)	3(10.34)	19(65.52)
04	11(15.49)	9(12.68)	12(41.38)	3(10.38)
05	12(16.90)	24(33.80)	5(17.25)	1(3.45)
06	10(14.08)	1(1.41)	4(13.79)	0
07	11(15.49)	2(2.82)	3(10.34)	1(3.45)
08	8(11.27)	1(1.41)	1(3.45)	1(3.45)
09	5(7.04)	1(1.41)	1(3.45)	0
10	4(5.64)	0	0	0
No. of Total Schools	71(100.00)	71(100.00)	29(100.00)	29(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

3.3 Availability of Infrastructure in Schools:

Table 3.3 shows the availability of infrastructure in primary and upper primary schools. The facility of play ground for children was available in 82.32 per cent primary schools and 93.10 per cent upper primary schools. Along with a significant proportion of nearly 62.38per cent primary and 79.31 per cent upper primary schools had the availability of sports items .Around 41.0 per cent primary and 35.0 per cent upper primary schools were not covered by boundary wall. A very good performance was

achieved in providing mats/furniture and blackboard in each of class rooms in both primary and upper primary schools. Similar was the case in the utilization of available sports items in both category of schools. Around 72.0per cent verandah of primary schools and around 62.00per cent of upper primary schools were being used for classes.

Table- 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	62(82.32)	9(12.68)	27(93.10)	2(6.90)	89(89.00)	11(11.00)
Boundaries	42(59.15)	29(40.85)	19(65.52)	10(34.48)	61(61.00)	39(39.00)
Availability of Sport Items	45(63.38)	26(36.62)	23(79.31)	6(20.69)	68(68.00)	32(32.00)
Proper availability of Mats/Furniture	71(100.00)	0	29(100.00)	0	100(100.00)	0
Black Board in Class Rooms	71(100.00)	0	29(100.00)	0	100(100.00)	0
Use of Sport Items	45(63.38)	26(36.62)	22(75.86)	7(24.14)	67(67.00)	33(33.00)
Schools Verandah being used for classes	51(71.83)	20(28.17)	18(62.07)	11(37.93)	69(69.00)	31(31.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- All schools should be covered by boundary wall.
- Play grounds were available in majority of schools in both categories of schools.
- Sports items should be used in all schools.
- Majority of school verandah being used for classes.

3.4 Availability of Drinking Water:

Table no. 3.4 shows the drinking water facilities available in our both categories of sample schools. Drinking water facilities was available in all primary schools and 89.68 per cent upper primary schools but at the time of survey 7 primary schools and one upper primary schools hand pump were not found functional. Further the table revealed that in 72.42 per cent of primary schools and 46.16 per cent upper primary schools availed drinking water facility. Through the scheme of swajal dhara. The other sources of drinking water were SSA Programme and other government funds.

Table-3.4: Drinking Water Facility

Particulars	Primary Schools			Upper Primary Schools			Total		
	Yes		No	Yes		No	Yes		No
Facility Availability	71(100.00)		0	26(89.66)		3(10.94)	97(97.00)		3(3.00)
Scheme	Swajal dhara	SSA	Others	Swajal dhara	SSA	Others	Swajal dhara	SSA	Others
Drinking Water	50(70.42)	11(15.49)	10(14.09)	12(46.16)	8(30.77)	6(23.07)	62(63.92)	19(19.59)	16(16.49)

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and suggestions

1. Repairing and maintenance of hand pumps should be ensured.
2. The contribution of swajal dhara scheme in providing drinking water was more than SSA and other institutions.
3. All upper primary schools should cover under drinking water facility. For which the fund to be created through SSA programme.

3.5 Toilet Facility

The toilet facility was found available in 97.18 per cent primary and 96.55 per cent upper primary schools. The access of the facility to girls was available in all primary and upper primary schools where toilet facility was available. The toilets were largely constructed under the SSA programme, though the funds were also created from TSS and other government sources in this context. However, the toilets in 12 primary (16.90 per cent) schools and 4 (13.79 per cent) upper primary schools were not utilised due to one or another reasons. The creaking of doors and seats, toilets locked by school teachers, lack of sanitary staff were the main reasons for not using toilets in both categories of sample schools.

Table-3.5 Availability of Toilet Facility

Particulars	Total School		Status of Toilets	Scheme under constructed			
	With Toilet	With out Toilet	Boys	Girls	TSS	SA	Others
Primary School	69 (97.18)	2 (2.82)	68 (95.77)	69 (97.18)	18 (26.09)	44 (63.77)	7 (10.14)
Upper Primary School	28 (96.55)	1 (3.45)	26 (89.65)	28 (96.55)	4 (14.29)	21 (75.00)	3 (10.71)

Source: Field survey, SSA programme, District Shrawasti, Up

Findings and Suggestions:

- Toilet facility was found in 97.18 per cent primary and 96.55 per cent upper primary schools.
- For providing the toilet facility, The TSS convergence should be utilized, as it was very low at present.
- Around 16.90 per cent toilets of primary and 13.79 per cent of upper primary schools were not in use. This calls for additional provision of toilet facilities and the maintenance of existing facilities.

Table- 3.6: Reason for Non-use of Toilets

Reasons	Primary	Upper Primary	Total
Toilets always Locked	6(50.00)	2(50.00)	8(50.00)
Shock pit Filled	0	0	0
Door and Seats has Creaked	5(41.67)	2(50.00)	7(43.75)
Others	1(8.33)	0	1(6.25)
Total	12(100.00)	4(100.00)	16(100.00)

Source: Field survey, SSA programme, District Shrawasti, U.P

3.6 School Environment:

Information related to school environment has been presented in table no.3.7. The table indicates that all sample schools of both categories atmosphere and proper ventilation in class rooms was found good. There was proper space in class rooms for sitting of children in 90.14 per cent primary schools and 93.10 per cent in upper primary schools but the health related facility was provided to children of only 26.76 per cent primary and 24.14 per cent upper primary schools during the last 6 month.

Table- 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	71 (100.00)	0	29 (100.00)	0	100 (100.00)	0
Proper ventilation in Classrooms	71 (100.00)	0	29 (100.00)	0	100 (100.00)	0
Proper Space in Class room for sitting to student	64 (90.14)	7(9.86)	27 (93.10)	2 (6.90)	91 (91.00)	9 (9.00)
Schools provided health facilities last 6 month	19 (26.76)	52 (52.24)	7 (24.14)	22 (75.86)	26 (26.00)	74 (74.00)

Source: Field survey, SSA programme, District Shrawasti, U.P

Findings and Suggestions

- Overall school environment in both categories of schools was found good but provision of health facilities in both type of schools not attended properly. This should be taken up more frequently..

3.7 Condition of School Buildings:

The existing condition of school building it was found that among primary schools the condition of 33.80 per cent and 64.79 per cent school respectively buildings were good and satisfactory while only 1.41 per cent school building was in

bad shape. On the other side the condition of school building of almost upper primary schools were either good or satisfactory while none of them found in bad condition.

Table -3.8: Condition of School Buildings

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	24(33.80)	46(64.79)	1(1.41)	71(100.00)
2	Upper Primary Schools	17(58.62)	12(41.38)	0	29(100.00)
3	Total	41(41.00)	58(58.00)	1(1.00)	100(100.00)

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and Suggestions

- Only one primary school building was found in bad condition. Repairing of this building should be insured for the safety of children.

3.8 Reasons for Bad Condition:

An assessment regarding the nature and reasons of bad condition of school building were shown in table no. 3.9. Among our total 71 sample primary schools only one primary, school building was in poor condition it is because of old construction .

Table- 3.9: Reasons for bad Condition Schools

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary Schools	1(100.00)	0	0	0	1(100.00)
Upper Primary Schools	0	0	0	0	0
Total	1(100.00)	0	0	0	1(100.00)

Source: Field survey, SSA programme, District Shrawasti, U.P

Findings and Suggestions

- The poor condition of school building should be taken care off..

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance:

(A) Primary school :

The primary survey information collected among the selected 71 primary schools indicates that there was glaring differences existing between the number of positions of different categories of sanctioned teacher and the actual numbers of teachers presently working in primary schools in the district. The proportion of presently working teachers to total sanctioned teachers was accounted for 51.72 per cent. In fact this proportion was as lower as only 3.62 per cent for assistant teacher followed by 56.34 per cent for head master. Although the gap between sanctioned post and presently working shiksha mitra was very low. Average sanctioned teacher per primary school were quite significant to around 5 but this average number of presently working teachers stood only 2.54. More striking facture which emerging were that in spite of a very shortfall in working teachers the absenteeism rates among teacher was also found at around 11.00 per cent. Further absenteeism rate was found high among regular teachers. Training (26.32per cent), school related extra work (42.11 per cent) and leave (42.11per cent) were the main reasons of teachers absenteeism.

Table 4.1: Teachers and Their Attendance in Primary Schools

Sl. No	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	71(20.40)	138(39.66)	139(39.94)	348(100.00)
2	Average No. Of Teachers Sanctioned Per School	1.00	1.49	1.96	4.90
3	No. Of Teachers Working In The Schools	40(56.34)	5(3.62)	135(97.12)	180(51.72)
4	Average No. Of Teachers Working Per Schools	0.56	0.07	1.90	2.54
5	No. Of Teachers Found Present On The Day Of Visit	34(85.00)	4(80.00)	123(91.11)	161(89.44)
6	Average No. Of Teachers Found Present On The Day Of Visit Per Schools	0.48	0.06	1.73	2.27
7	<u>Reason Of Absenteeism</u>				
	A. Training	4(66.67)	-	1(8.33)	5(26.31)
	B. Sickness	-	-	-	-
	C. For Salary	-	-	-	-
	D. School Related Extra Work	1(1.66)	1(100.00)	2(16.67)	4(21.05)
	E. On Leave	1(1.67)	-	7(58.33)	8(42.11)
	F. Others	-	-	2(16.67)	2(10.53)
	Total	6(100.00)	1(100.00)	12(100.00)	19(100.00)
8	Habitual Absentee	-	-	-	-

Source: Field survey, SSA Programme, District Shrawasti, U.P.

(B) Upper Primary School :

In upper primary schools the differences between the number of sanctioned and actually working teachers also appeared very high. Since the proportion of actually working teachers against the sanction teachers was indicated to 33.03 per cent consisting 79.31 per cent head master and 16.25 per cent assistant teachers. Among the working teachers 94.44 per cent teachers were present on the day of our visit; only 2 assistant teachers were found on leave.

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	29(26.61)	80(73.39)	109(100.00)
2	Average No. of teachers sanctioned per schools	1.00	2.76	3.76
3	No. of teachers working in the schools	23(79.31)	13(16.25)	36(33.03)
4	Average No. of teachers working per schools	0.79	0.16	0.33
5	No. of teachers found present on the day of visit	23(100.00)	11(84.62)	34(94.44)
6	Average No. of teachers found present on the day of visit per schools	0.79	0.14	0.31
7	Reason of Absenteeism:	-	-	-
	a. Training	-	-	-
	b. Sickness	-	-	-
	c. For salary	-	-	-
	d. School related extra work	-	-	-
	e. On leave	-	2(100.00)	2(100.00)
	f. Others (Election duty etc.)	-	-	-
	Total		2(100.00)	2(100.00)
8	Habitual Absentees	-	-	-

Source: Field survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- There was a large gap in number of sanctions teachers and presently working teacher in both categories of schools.
- Per primary school average number of working teacher was only 2.54 as against the sanctioned numbers of around 5 teachers.
- The vacant position of teachers should be filled as soon as possible.
- Teachers should be involved only in teaching activities.

4.2 Teachers Training:

Details of Training provided to our sample teachers is highlighted in table no. 4.3. In our sample 71.11 per cent working teacher of primary school and 97.32 per cent teacher of upper primary schools reported to have availed at least some type of training, Among them 86.72 per cent primary and 91.43 per cent upper primary teacher had received the training of teaching learning. In addition 13.28 per cent primary and 5.71 per cent upper primary teachers received the training of library, preparation of exam paper etc In our total sample only one upper primary teacher received computer training. In Most of the cases the venue of training has been at BRC and DIET. Most of the trainer was also from the same office. About 98.00 per cent primary and 94.00 per cent upper primary teacher were satisfied with the training inputs. A highest proportion of 55.21 per cent teachers reported that their duration of training was for 1-3 days.

Table-4.3: Teachers Training

Sl. No	Particulars	Primary School	Upper Primary School	Total
1	<u>Types of Training</u>			
	a. Teaching Learning	111(86.72)	32(91.43)	143(87.73)
	b. Library	-	-	-
	c. Computer	-	1(2.86)	1(0.61)
	d. Other	17(13.28)	2(5.71)	19(11.66)
	e. Total	128(100.00)	35(100.00)	163(100.00)
2	<u>Training Venue</u>			
	a. DIET	46(35.94)	15(42.86)	61(37.42)
	b. BRC	79(61.72)	20(57.14)	99(60.74)
	c. NPRC	3(2.34)	-	3(1.84)
	d. Other	-	-	-
	e. Total	128(100.00)	35(100.00)	163(100.00)
3	<u>Trainers</u>			
	a. DIET faculty	46(35.94)	15(42.86)	61(37.42)
	b. BRC Coordinator	79(61.72)	20(57.14)	99(60.74)
	c. NPRC Coordinator	3(2.34)	-	3(1.84)
	d. Other	-	-	-
	e. Total	128(100.00)	35(100.00)	163(100.00)
4	Satisfied with training inputs	126(98.44)	33(94.29)	159(97.55)
5	Not satisfied with training inputs	2(1.56)	2(5.71)	4(2.45)
6	<u>Duration of training</u>	87	3	90
	a. 1 to 3 days	(67.97)	(8.57)	(55.21)
	b. 4 to 6 days	15	19	34
		(11.72)	(54.28)	(20.86)
	c. 7 to 15 days	19	6	25
		(14.84)	(17.14)	(15.34)
	d. Up to 30 days	7	7	14
		(5.47)	(20.00)	(8.59)

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and Suggestions

- Around 71.00 per cent presently working teacher in primary schools and around 97.00 per cent in upper primary schools teachers have received different types of training.
- Only one upper primary teacher received computer training.
- The duration of training for a majority of teachers was organized for 1-3 days.
- The venue of training had been mainly at BRC and DIET.
- A very high proportion of both categories of teachers were satisfied with training inputs. Computer training should be provided to all categories of teachers.
- Training mainly should be organized during holidays or in summer vacation so that the school may remain open and teaching work also not suffers.

4.3 Enrolment and Attendance:

As per information collected among sample schools it was found that in primary and upper primary schools there were 13043 and 4070 students respectively were enrolled up to September 30, 2008. However, this number of enrolled children in both categories of schools was a little higher according to register available in the schools. As per the verification of registers the proportion of children present in primary schools was around 45.00 per cent though it was relatively a little higher at 44.77 per cent for girls and 44.69 per cent for boys.

About almost the same proportion of boys and girls were present in the day of our visit. Similarly, in upper primary schools the proportion of children found present according to register was around 53.00 per cent, 56.54 per cent girls and 50.81 per cent boys. However the presence of children in the day of our visit was a little over around 50.00 per cent, boys and 49.00 per cent girls.

Table- 4.4: **Enrollment and Presence of Students**

Sl. No	Particulars	Total No. of student up to Sep 30, 2008	No. of enrolled students according to register	No. of present students according to register	No. of student present in the date of visit	No. of schools with low attendance
1	Primary School:					67
	No. of boys	6684	6552	2928	2910	
	Average no. of boys per schools	94.14	(100.00) 92.28	(44.69) 41.24	(44.41) 40.99	
	No. of Girls	6359	6232	2790	2763	
	Average no. of girls per Schools	89.56	(100.00) 87.77	(44.77) 39.29	(44.34) 38.92	
2	No. of total Students	13043	12784	5718	5673	22
	Average no. of students per school	183.70	(100.00) 180.06	(44.73) 80.54	(44.38) 79.90	
	Upper Primary Schools:					
	No. of boys	2212	2047	1040	1033	
	Average no. of boys per schools	76.27	(100.00) 70.59	(50.81) 35.86	(50.46) 35.62	
	No. of Girls	1858	1751	990	860	
	Average no. of girls per Schools	64.07	(100.00) 60.38	(56.54) 34.14	(49.11) 29.66	
	No. of total Students	4070	3798	2030	1893	
	Average no. of students per school	140.34	(100.00) 130.96	(53.45) 70.00	(49.84) 65.28	

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and Suggestions

- There has been a difference between reported students and enrolled students.
- Only 44.73 per cent of the enrolled children were present on register and 44.39 per cent were present on the day of our visit in primary schools.
- About 53.00 per cent of the enrolled students were present on register while only about 50.00 per cent were present on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.

4.4 Reasons of Absenteeism among Student:

Due to looking after their siblings and animals at home around 69.00 per cent students of primary and 82.00 per cent upper primary were found absent in our sample schools. Participation of students in local fairs/markets was the second reason of absenteeism in both categories of schools. Student involvement in agricultural activities, discrimination in facilities and bad weather were other reasons for student absenteeism (For details see table no. 4.5)

Table- 4.5: Reasons of Absenteeism among students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	3 (4.48)	1 (4.55)	4 (4.49)
2	Local Fairs/Markets	13 (19.40)	1 (4.55)	14 (15.73)
3	Discrimination in Facilities	2 (2.98)	1 (4.55)	3 (3.38)
4	Occasion (social ceremonies)	3 (4.48)	1 (4.55)	4 (4.49)
5	Lack of Quality Education	-	-	-
6	Other	46 (68.66)	18 (81.80)	64 (71.91)
7	Total	67 (100.00)	22 (100.00)	89 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- The absenteeism of students was found in 67 primary and 22 upper primary schools.
- A highest proportion around 72.00 per cent students remained absent due to looking after their siblings and animals at their home.
- Problem of absenteeism can be solve through PTA meetings.

4.5 Efforts to Improve Students Attendance:

Efforts to improve the students' attendance were made by school authority in 67 primary and 22 upper primary schools through interaction with parents, information notice and other striving. VEC efforts were made in 10 primary and 6 upper primary schools through awareness and VEC meetings. There was no any contribution of PTA in improving the attendance of students.

Table- 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Efforts made by the schools:	44	13	57
	a. Interactions with parents	(65.67)	(59.09)	(64.04)
	18	7	25	
	b. Through Information Notice	(26.87)	(31.82)	(28.09)
	5	2	7	
	c. Other	(7.46)	(9.09)	(7.89)
2	67	22	89	
	d. Total	(100.00)	(100.00)	(100.00)
	Efforts made by V.E.C.:	3	1	4
	a. Awareness in Community	(30.00)	(16.67)	(25.00)
	4	2	6	
	b. Meeting of VEC	(40.00)	(33.33)	(37.50)
3	3	3	6	
	c. Others	(30.00)	(50.00)	(37.50)
	10	6	16	
	d. Total	(100.00)	(100.00)	(100.00)
	Efforts made by P.T.A.:	-	-	-
	a. Interaction with parents	-	-	-
3	b. Regularly Meeting of P.T.A.	-	-	-
	c. Distribution of Facilities	-	-	-
	d. Others	-	-	-
	Total	-	-	-

Source :Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- Efforts were made by schools authority and VEC for improving the students attendance.
- PTA and VEC should be strengthened.
- There should be more efficient and regular monitoring system to check student attendance..

4.6 Achievement Level of Students:

The implementation of grading system was made functional in all sample schools of district Shrawasti. Students test was conducted as per norms in each and every sample schools by our team. The grading was done in six categories i.e. A, B, C, D, E and F. In the test, which was taken in course of field visit in sample schools, the overall performance of the students of primary and upper primary is given in table 4.7. The test in primary level schools was conducted by our survey team on the basis of randomly selected students from class 5th and in upper primary students from class 8th. Table 4.7 (B1) give the picture of achievement level of sampled primary schools

students, which cover three subjects-(1) Hindi, (2) English and (3) Math's. Table 4.7 (B2) give the picture of achievement level of sampled upper-primary schools students, which cover four subjects-(1) Hindi, (2) English, (3) Math's. And (4) Science. It has been found that maximum students were below average. It reflects the poor quality of teaching both at primary and upper primary level.(For detail please see table no. 4.7(B1) and 4.7 (B2))

Table- 4.7 (A): Grading System in Schools

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	Test of Student according Norms in School	71(100.00)	29(100.00)	100(100.00)
2	Implementation of Grading System in School	71(100.00)	29(100.00)	100(100.00)

Source: Field Survey, SSA Programme, District – Shrawasti, U.P.

Table- 4.7 (B1): Achievement Level in Student's Test

S.I.No	Achievement Level	Primary School				
		Hindi		English		Math's
		Reading	Writing	Reading	Writing	
1.	‘A’ (75%and Above)	2 (2.82)	1 (1.41)	11 (15.49)	3 (4.23)	16 (22.54)
2.	‘B’ (60%-74%)	9 (12.68)	19 (26.76)	17 (23.94)	3 (4.23)	15 (21.13)
3.	‘C’ (50%-59%)	19 (26.76)	30 (42.25)	13 (18.31)	35 (49.29)	10 (14.08)
4.	‘D’ (33%-49%)	16 (22.54)	15 (21.13)	6 (8.46)	12 (16.90)	12 (16.90)
5.	‘E’ (1%-32%)	25 (35.21)	6 (8.46)	24 (33.80)	18 (25.35)	18 (25.35)
6.	Total	71 (100.00)	71 (100.00)	71 (100.00)	71 (100.00)	71 (100.00)

Table- 4.7(B2) Achievement Level in Student's Test

[illegible]

Findings and Suggestions

- The implementation of students test as per prescribed norms was found poor in most of the cases of primary and upper primary schools. The performance of primary and upper primary school students in an exclusive test has been found very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.7 Students Behavior with their Teacher.

Table no. 4.8 provides the details of behavior of students with their teachers. It was found that 1.41 per cent students those were studying in primary schools were maintaining bad behavior with the teachers. Otherwise a highest proportion of around 73.00 per cent primary schools and 48.00 per cent upper primary schools student behavior was satisfactory. Also over 25.00 per cent primary and 52.00 per cent upper primary students were maintaining good behavior with their teachers.

Table-4.8: **Behaviour of Students**

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	18 (25.35)	15 (51.72)	33 (33.00)
2	Satisfactory	52 (73.24)	14 (48.28)	66 (66.00)
	Bad	1 (1.41)	-	1 (1.00)
	Total	71 (100.00)	29 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- 33.00 per cent schools student behavior with their teacher was found good in both categories of schools.
- Teachers should maintain their dignity so that good behavior of student can be obtained.

4.8 Age of Enrolled Students and Left Out Students:

(4.8a) Students with less or more age

The table 4.9(A) revealed that a significant numbers of 30.99 per cent primary schools and 28.17 per cent upper primary schools the enrollment of children was not taken as per age specific norms. Out of the total enrolled students in primary schools the proportion of them with less and more age group was 0.44 and 0.51 per cent respectively. The corresponding ratio for students enrolled in upper primary schools were 0.05 per cent and 0.32 per cent respectively. Average numbers per primary school constituted to 2.64 and 3.35 per cent respectively. The corresponding among upper primary schools were 1.00 and 2.60 per cent respectively. (See table 4.9A).

(4.8b) Left out student:

As far as left out of student from schools was concerned it was found that there were the left out of 1.99 per cent in primary schools and 6.68 per cent in upper primary schools out of which around 83.00 per cent among the student of primary and 72.00 per cent of upper primary schools students were still studying in other schools specially in private schools. Thus the actual number of student left out schools accounted around 20.00 per cent for primary and 28.00 per cent for upper primary school.

Average number of students studying in same class was shown in table no. 4.9(C). The table revealed that 0.44 per cent students in primary and 0.02 per cent in upper primary schools were studying in same class during our survey. (See the table 4.9(C).

Findings and suggestion

- In 30.99 per cent primary and 28.17 per cent upper primary schools the enrollment of children were not taken as per prescribed norms of age.
- In primary schools 0.44 per cent and 0.51 per cent of enrolled students were with less or more age group respectively. The proportion of such students in upper primary schools was 0.05 per cent and 0.32 per cent respectively.
- The left out rate among girls in primary schools and boys in upper primary school was found in Higher side.
- A very high proportion of around 83.00 per cent primary and 72.00 per cent upper primary left out Student were studying in other schools.
- Appointment of trained teacher in both type of schools can stop the left out cases.

Table- 4.9 (A): **Student Enrolled with less or more age group**

Sl. No.	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled students with more or less age	58 (0.44)	67 (0.51)	2 (0.05)	13 (0.32)
2	No. of Schools with less or more age student	22 (30.99)	20 (28.17)	2 (6.90)	5 (17.24)
3	Average no. of enrolled student with more or less age per school	2.64	3.35	1.00	2.60

Source: Field Survey, SSA Programme, District Shrawasti, UP

Table- 4.9(B): **Left-out Students During the Study in Sampled Schools**

Particulars	Primary School			Upper Primary School		
	Boys	Girls	Total	Boys	Girls	Total
No. Of student enrolled up to 30 September	6684 (100.00)	6359 (100.00)	13043 (100.00)	2212 (100.00)	1858 (100.00)	4070 (100.00)
No. Of student as per register on the day of visit	6552 (98.03)	6232 (98.00)	12784 (98.01)	2047 (92.54)	1751 (94.24)	3798 (93.32)
Left out students	132 (1.97)	127 (2.00)	259 (1.99)	165 (7.46)	107 (5.76)	272 (6.68)
Left out students studying in other school	105 (79.55)	111 (87.40)	216 (83.40)	119 (72.12)	77 (71.96)	196 (72.06)
Net students Left out school	27 (20.45)	16 (12.60)	43 (16.60)	46 (27.88)	30 (28.04)	76 (27.94)

Table- 4.9(C): **Student Studying in Same Classes**

1	No. of student studying in same class	57(0.44)	1(0.02)
2	No. of schools where students studying in same class	5	1
3	Average no. of student studying in same class per schools	11.4	1.00

Source: Field Survey, SSA Programme, District Shrawasti, UP.

Findings and Suggestions

- Over all left out students are 31 in primary schools and 10 are in upper-primary schools but most of them are reading in other schools.
- 22 primary and 6 upper primary schools are having student's studding in same class.
- 132 students are studying (repeating) in the same classes in primary and 21 in upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.9. Children with Special Needs (CWSN):

During survey in our schools of sample villages had identified 77 children with special needs. Among them 69 children were in primary school going age group and 8 children were in the upper primary school going age group. Among them 45 children. Consisting of around 62.00 per cent boys and 38.00 per cent girls were enrolled in primary schools. Similarly, in upper primary schools 28 children comprising 55.00 per cent boys and 45.00 percent of identified girls were enrolled. In terms of the types of disability of children it was found that a highest per cent of them were disabled in cases of hearing, speaking and blind (40.00 per cent) followed by around 31.00 per cent with legs, 21.54 per cent both by hands and legs and lowest of 8.00 per cent with hands . The aids and appliances were not found distributed among disabled children in our sample schools. About 23.00 per cent primary and 38.00 per cent were found without ramps.

Table 4.10 (A) Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of Disabled Children in Village Related to School			
	Boys	44 (63.77)	15 (53.57)	59 (60.82)
	Girls	25 (36.23)	13 (46.43)	38 (39.18)
	Total	69 (100.00)	28 (100.00)	97 (100.00)
2	No. of Enrolled disabled children			
	Boys	28 (62.22)	11 (55.00)	39 (60.00)
	Girls	17 (37.78)	9 (45.00)	26 (40.00)
	Total	45 (100.00)	20 (100.00)	65 (100.00)
3	Types of disability in students			
	Legs	10 (22.22)	10 (50.00)	20 (30.77)
	Hand	2 (4.44)	3 (15.00)	5 (7.69)
	Legs and Hand Both	8 (17.78)	6 (30.00)	14 (21.54)
	Others (blind, deaf & dumb and mental disable)	25 (55.56)	1 (5.00)	26 (40.00)
	Total Disabled Students	45 (100.00)	20 (100.00)	65 (100.00)

Source: Field Survey, SSA Programme, District Shrawati U P

Table 4.10(B): Provisions for Children with Special Needs (CSWN)

Sl. No.	Particulars	Primary School	Upper Primary School	Total
	<u>Facilities provided to the student:</u>	-	-	-
	a. No. of student with artificial Limbs			
	b. Crutches	-	-	-
	c. Tricycles	-	-	-
	d. Wheel Chair	-	-	-
	e. Stick for Blind	-	-	-
	f. Calicepers	-	-	-
	g. Hearing Aids	-	-	-
	h. Other	-	-	-
	Total	-	-	-
2	No. of Schools with Ramps	55 (77.46)	18 (62.07)	73 (73.00)
3	No. of Schools without Ramps	16 (22.54)	11 (37.93)	27 (100.00)
4	No. of Parents counseled about CWSN Care	46	19	65
5	No. of schools in which parents counseled about CWSN Car	-	-	-
6	Average no. of Parents counseled per schools	1.77	1.73	1.76

Source: Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- The number of children identified for special need were 97, among them 69 children were in primary and 28 children were in upper primary school going age group out of these 67.00 per cent children were enrolled in both categories of schools.
- The aids and appliances were not found distributed among children.
- The aids and appliances should be provided to all children.

4.10 Free Text Book Distribution:

The free text book was made available to all 100 sample schools. However; 20.00per cent schools. Around 23.00 per cent primary and 14.00 per cent upper primary schools reported that the distribution of text book was delayed on account of late supply of books from the BSA office and flood at the time of text book distribution. Almost all the children enrolled in primary and upper primary schools received the free text book.

Table 4.11: Free Text Book Distribution

Sl. No	Particulars	Primary School	Upper Primary Schools	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	6684 (51.25)	2212 (54.35)	8896 (51.98)
	Girls	6359 (48.75)	1858 (45.65)	8217 (48.02)
	Total	13043 (100.00)	4070 (100.00)	17113 (100.00)
	No. of Schools in which book distribution delayed	16 (22.54)	4 (13.79)	20 (20.00)
3	No. of Schools in which book distribution have been done timely	55 (77.46)	25 (86.21)	80 (80.00)
4	Total No of schools in which book distributed	71 (100.00)	29 (100.00)	100 (100.00)
5	<u>Reason for delay in text book distribution:</u>	13 (81.25)	1 (25.00)	14 (70.00)
	a. Delay delivery from district office			
	b. Less availability of books	-	-	-
	c. Others	3 (18.75)	3 (75.00)	6 (30.00)
	Total	16 (100.00)	4 (100.00)	20 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, UP.

Findings and Suggestions

- The distribution of text books was carried out among all enrolled students in both categories of schools.
- Delay in supply of text books from BSA office was reported by 13 primary and one upper primary school.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1. Details of mid-day meal

The following table 5.1 shows the detail of mid-day meal in our sample primary and upper primary schools. The students, teachers and parents were asked whether they got mid-day meal or not? In our total sample of 71 primary school about 92.00 per cent schools children were availing mid-day meal facility while in around 8.00 per cent schools were not cooking mid-day meal because of non availability of ration, conflict between Pradhan and teacher and non availability of fuel. Similarly around 10.00 per cent upper primary schools were not cooking mid-day meal due to the non availability of ration and conflict between teachers and Pradhan. Further it was also asked that whether the hot meal served to the children. In response in all schools where mid-day meal was being cooked; hot meal was being served in cent per cent schools.

Table- 5.1: Details of Mid Day Meal

Details	Food Served or Not				Reason for not served food						Whether not cooked meal Served			
	Primary		Upper Primary		Primary			Upper Primary			Primary		Upper Primary	
	Yes	No	Yes	No	Non Availability of Ration	Conflict between Pradhan & Teacher	Non Availability of Fuel	Non Availability of Ration	Conflict between Pradhan & Teacher	Non Availability of Fuel	Yes	No	Yes	No
Student	65	6	26	3	2	3	1	2	1	-	65	-	26	-
Teachers	65	6	26	3	2	3	1	2	1	-	65	-	26	-
Parents	65	6	26	3	2	3	1	2	1	-	65	-	26	-
Total Sample	71		29											

Source; field survey, SSA Programme, District Shrawasti, U.P.

Findings and suggestions

- Mid-day meal was not being cooked in around 8.00 per cent primary and around 10.00 per cent upper primary school because of non availability of ration, conflict between Pradhan and teachers.
- Hot meal being served in all school where mid-day meal being cooked.

5.2. Student taking mid-day meal

We have tried to assess that how many children actually taking mid-day meal in relation to their enrollment and attendance. As per mid-day meal register 11887 children were enrolled in primary and 3384 children in upper primary school. Around 61.00 per cent enrolled children in primary and 56.00 per cent children were present on previous day of our visit. While around 46.00 per cent primary and 52.00 per cent upper primary students were present in schools on the day of our visit. This shows around 24.00 per cent and 7.91 per cent gap between previous day and on the day of visits. All the children present in both categories of schools were availing mid-day meal but there was a vast gap around 24.00 per cent between number of children availing mid-day meal during previous day of visit and on the day of visit. As per our visit around 97.00 per cent of children both categories of schools are actually availing mid-day meal this shows around 3.00 per cent gaps between MDM register and children actually availing mid-day meal.

Table- 5.2: Enrollment/presents/number of students Taking meals

No	Details	Previous day of visit		On the day of visit		Percentage Gaps	
		Primary Schools	Upper Primary Schools	Primary Schools	Upper Primary Schools	Primary Schools	Upper Primary Schools
1.	Enrollment	11887	3384	11887	3384	-	-
2.	No. of children present in the schools	7197 (60.55)	1896 (56.03)	5451 (45.86)	1746 (51.60)	-24.26	-7.91
3.	No. of Children availing MDM as per MDM register	7197 (100.00)	1896 (100.00)	5451 (100.00)	746 (100.00)	-24.26	-7.91
4.	No. of children actually availing MDM	-	-	5287 (96.99)	1690 (96.79)	+3.01	+3.21
5.	No. of students bringing lunch from home	-	-	-	-	-	-

Source: Field, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- The attendance of students was found around 46.00 per cent in primary and around 52.00 per cent in upper primary school.
- As per MDM register cent per cent students availing mid day meal in both categories of schools but there was 24.0 per cent and 8.0 per cent gap in primary and upper primary schools between children availing MDM as per register and as per attendance of the children.

5.3 Regularity in Delivery of Food Grain

It was reported that there was cent-percent regularity in delivery of food grains in primary and upper primary schools of the district. The buffer stock for one month was hardly available in 23.0 per cent primary and 19.0 per cent upper primary schools. Further it has been reported that food grain is delivered in each and every schools of both categories. (Table 5.3)

Table- 5.3: Regularity in Delivery of Food Grains to Schools

Sl. No	Particulars	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	Regular Supply of Cereal to schools	65 (100.00)	-	65 (100.00)	26 (100.00)	-	26 (100.00)
2	if delay in Supply, then reasons a. Delay in supply from the district	-			-		
3	Buffer Stock at school for one month	15 (23.08)	50 (76.92)	65 (100.00)	5 (19.23)	21 (80.77)	26 (100.00)
4	Food grains delivered at the schools	65 (100.00)	-	65 (100.00)	26 (100.00)	-	26 (100.00)
	Total sample schools	71			29		

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions:

- There was regularity in supply of food grain and stock for one month was available in 23.0 per cent primary and 19.0 per cent upper primary schools.
- Cent percent food grains were delivered at school in both categories of schools.

5.4 Continued Availability of Cost of Food For Cooking:

It has been reported that cent percent schools are receiving cooking cost in advance regularly and cooking cost of all schools being paid in cash.

Table- 5.4: Regular availability of funds to meet cost of cooking

Sl.No	Particulars	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	Schools receiving cooking cost in advance regularly	65	-	65	26	-	26
2	if no, Schools manage MDM programme through: School Teacher paid from own sources		-			-	
3	Gram Pradhan paid from own sources		-			-	
4	Carried at shop keeper		-			-	
5	Not supplying the MDM		-			-	
7	Cooking cost of MDM paid by cash or through bank		65 (Cash)			26 (Cash)	

Source: Field Survey, , SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- It has been reported that cent percent schools were receiving cooking cost in advance and in cash.

5.5 Social Dimension and Satisfaction of Students:

It was enquired from the sample primary and upper primary schools about any sort of discrimination being practiced on the lines of castes/gender and religion in serving of MDM in the district. It was reported from all the primary and upper primary schools of the district that there is no such discrimination in the district. It was also found that menu was written on the walls of every school and food was being served according to menu in all schools where mid-day meal was being cooked. Further all students were satisfied with the quality and quantity MDM.

Table -5.5: **Social equity/variety, quality and quantity of meal**

Sl No.	Particular	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	Discrimination of cast/gender and Religion in food servicing	0	65	65	0	26	26
2	No. of schools in which menu written on wall	71	0	71	29	0	29
3	Food supplied according to weekly menu.	65	0	65	26	0	26
4	Daily menu includes rice/wheat dal and vegetable	65	0	65	26	0	26
5	No. of schools where students are satisfied with the quality of food.	65	0	65	26	0	26
6	No. of schools where students are happy with the quantity of food.	65	0	65	26	0	26
7	Reason for not being satisfied with mid day meal:	NA	NA	NA	NA	NA	NA

Source: Field survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions:

- There was no any caste/gender and religion wise discrimination in serving food.
- Cent per cent students were found satisfied with the quality and quantity of food.
- In each and every school food was being supplied according to weekly menu.

5.6 Food Supplements:

In both categories of our sample schools, food supplement was not provided.

Table- 5.6: **Food Supplements**

Sl. No	Particular	Primary Schools			Upper Primary Schools		
		Yes	No	Total	Yes	No	Total
1	No of schools where students are given micro-nutrients & de-worming medicine	-	71	71	-	29	29
2	Micro-nutrition a. ANM b. Others	71			29		
3	Duration/frequency of micro nutrition supplements a. once in a month b. Twice in a month	71			29		
4	No of schools where every student has been provided Health card	-	71	71	-	29	29

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions:

- Since the food supplement was not being provided at all, necessary steps should be taken to ensure the same.

5.7 Status of Cooks:

Status of cook shown in table No. 5.7. The table revealed that around 67.0 per cent cooks and helper belongs to OBC category, followed by General Caste, Minority, SC and ST. It has been reported around 89.0 per cent primary and 88.0 per cent upper primary schools cooks were availing their payment regularly while around 11.0 per cent primary and 12.0 per cent upper primary schools cooks payment was found irregular cooks were paid Rs.730 per month in primary and 5.50 in upper primary schools. The ratio of male and female cooks was 43.0 and 57.0 per cent in primary and 47.0 and 53.0 percent in upper primary school. The number of cooks and helpers were adequate to meet the requirement of MDM.

Table-5.7: Status of Cooks of Mid Day Meal Scheme

Sl. No	Particular	Primary Schools		Upper Primary Schools	
1	Social categories of cooks a. Schedule Castes b. Schedule Tribes c. Minorities d. OBC e. Others	1(1.14) 1(1.14) 12(13.64) 59(67.04) 15(17.04)		- 1(3.33) 3(10.00) 20(66.67) 6(20.00)	
2	No of school in which cooks have been paid regularly	58 (89.23)		23 (88.46)	
3	No. of school in which cooks have been not paid regularly	7(10.77)		3(11.54)	
4	Average amount Paid to cooks/helpers per month. (Rs.)	730.00		550.00	
5	No of male cooks in the schools.	38(43.18)		14(46.67)	
6	No of female cooks in the schools.	50(56.82)		16(53.33)	
7	No of cooks/helpers adequate to meet the requirement of schools	Yes	No	Yes	No
	MDM food cooked and served by:				
	(a) Cook/ helpers selected by panchayat	65	-	26	-
	(b) SHG	-	-	-	-
	(c) NGO	-	-	-	-
	(d) Contactor	-	-	-	-

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- The cooks are mostly from OBCs.
- Regular payment to cooks should be ensured.

5.8 Infrastructure of MDM:

The pucca kitchen shed cum store facility for cooking mid-day meal was available and in use only around 65.0 per cent primary and 72.41 per cent upper primary schools. As around 35.0 per cent primary and around 28.0 per cent kitchen cum store room were found under construction and shortly will be completed in our sample schools therefore a sizeable proportion of 29.33 per cent primary and 19.23 per cent upper primary schools the mid-day meal was being prepared on the open ground of the schools and food grains were stored at pradhans house. The safe drinking water facility was available in all school while the required utensils for cooking of meal were available in 99.0 per cent primary and 100.0 per cent upper primary schools. In a very high proportion around 78.0 per cent in primary and 85.0 per cent in upper primary schools the firewood and cow dung was being used in cooking of food.(For detail see table 5.8)

Table -5.8: Infrastructure of Mid day Meal Scheme

Sl. No	Particulars	Primary Schools	Upper Primary Schools
1.	No. of schools with Pucca Kitchen shed cum sto	46(64.79)	21(72.41)
2.	No. of schools without Pucca Kitchen shed cum store	25(35.21)	8(27.59)
3.	No. of schools with kitchen & store in use.	46(64.79)	21(72.41)
4.	No. of schools with kitchen & store not in use	-	-
5.	No. of schools kitchen & store under construction	25(35.21)	8(27.59)
6.	No. of schools kitchen shed/ store sanctioned but construction not stored yet.	-	-
7.	No. of school kitchen cum store not sanctioned	-	-
8.	If kitchen is not pucca, then where food is cooked & stored.	-	-
9.	Venue for cooking and food grains storage in schools kitchen have not been constructed	-	-
10.	Cooked in open ground & Food grains stored at pradhan's house	19(29.23)	5(19.23)
11.	Cooked in open ground & Food grains storage at schools' room	-	-
12.	Others	-	-
13.	No. of schools with availability of Potable water for cooking and drinking purposes.	71(100.00)	29(100.00)
14.	No. of schools without availability of potable water for cooking and drinking purposes.	-	-
15.	No. of schools where utensil are adequate under of used for cooking.	70(98.59)	29(100.00)
16.	No. of schools where utensil are inadequate for cooking.	1(1.41)	-
17.	Fuel used in cooking		
	(a) LPG	14(21.54)	4(15.38)
	(b) Kerosene oil	-	-
	(c) Wooden/ Cow dung	51(78.46)	22(84.62)

Source: Field Survey. SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- Cent per cent Pucca kitchen will be available in both categories of school in this financial year 2008-09.
- Portable water was available in all schools and adequate utensils for cooking MDM were available in all sample upper primary and around 99.0 per cent primary schools.

5.9 Safety and Hygiene:

A good Environment and security was found in 92.96 per cent primary and cent percent upper primary schools. The students were made aware for both washing hands before and after taking food in 87.32 primary and 89.66 per cent in upper primary schools. Cent per cent upper primary and around 97.0 per cent students of primary schools take meal in a organized manner. Only around 27.0 per cent students' of primary and 34.0 per cent upper primary were found conserving the water. In around 77.0 per cent primary and 83.0 per cent upper schools process of cooking and storage of food was found safe. Due to pucca kitchen there were no problems of catching fire.

Table -5.9: Safety & Hygiene

Sl. No	Particular	Primary Schools	Upper Primary Schools
1	No.,of schools with good environment, safety and hygiene.	66(92.96)	29(100.00)
2	No. of schools where students are encouraged to wash hand before and after taking meal.	62(87.32)	26(89.66)
3	No. of schools where students take meals by sitting in lines.	63(96.92)	26(100.00)
4	No. of schools where students conserve water	19(26.76)	10(34.48)
5	No. of schools where Process of cooking & storage of food are safe.	55(77.46)	24(82.76)
6	No. of schools where no danger to catch fire	71(100.00)	29(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- A large number of children were aware of washing hand before and after taking meal.
- The students should be aware about the conservation of water.

5.10 Community Participation:

Considering into account the analysis on the participation pattern of parents, VEC/WEC and panchayat bodies in MDM as presented in table 5.10. The study team during their visit in sample schools, it round that they were not reluctant whether the mid-day meal Programme was properly being implemented or it was just a formality. In fact their participation and contribution was found very less in the district.

Table- 5.10: **Community Participation in Mid Day Meal Scheme**

Particular	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
1.Daily supervision, Monitoring & participation	3(4.62)	62(95.38)	65(100.00)	3(11.54)	23(88.46)	26(100.00)
a. Parents	10(15.38)	55(84.62)	65(100.00)		22(84.62)	26(100.00)
b.VEC/ WEC				4(15.38)		
c.Panchayat / urban bodies	4(6.15)	61(93.85)	65(100.00)		25(96.15)	26(100.00)
				1(3.85)		

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions:

- The participation and contribution of parents VEC/WEC and panchayat was generally bad in our sample schools.
- The involvement of VEC, parents and panchayat should be minimize in the implementation of MDM Programme.

5.11 Inspection and Supervision:

The inspection and supervision of MDM Programme was generally very poor in the district. Only the block level officers were found engaged in around 26.0 per cent primary and 19.0 per cent upper primary schools.

Table- 5.11: Inspection & Supervision of Mid Day Meal

Particular	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
No. of school mid day Meal Programme is inspected by:						
(a) State level officers	-	65(100.00)	65(100.00)	-	26(100.00)	26(100.00)
(b) District level officers	-	65(100.00)	65(100.00)	-	26(100.00)	26(100.00)
(c) Block level officers	17(26.15)	48(73.85)	65(100.00)	5(19.23)	21(80.77)	26(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions:

- The inspection and supervision of MDM was found very poor in the district.
- Concerned authorities should ensure that the inspection and supervision work should be done through three level officers.

5.12 Impact of Mid Day Meal Programme:

Despite several short coming, The Mid-day meal Programme had generated a positive impact in attendance of students, improvement in enrollment and improvement of nutritional and health status of students.

Table- 5.12: Impact of Mid Day Meal Programme

Particular	Primary Schools			Upper Primary Schools		
	Yes	No	Total	Yes	No	Total
(a) Improvement in Enrollment of children	14(21.54)	51(78.46)	65(100.00)	5(19.23)	21(80.77)	26(100.00)
(b) Improve of attendance of students	32(49.23)	33(50.77)	65(100.00)	8(30.77)	18(69.23)	26(100.00)
(c) Improvement of Nutritional & Health status of students	10(15.38)	55(84.62)	65(100.00)	5(19.23)	21(80.77)	26(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- Despite some shortcomings MDM Programme had generated some positive impact.

CHAPTER VI

VEG GRANTS AND T.L.M.

6.1 VEC Members:

There were 547 VEC members in 100 sample primary and upper primary school in the district. The proportion of women among total members constituted to 33.46 per cent while male representation 66.54 per cent. (See the table no. (6.1).

Table- 6.1: Gender wise VEC members

Sl. No	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	127 (32.90)	56 (34.78)	183 (33.46)
2	Male	259 (67.10)	105 (65.22)	364 (66.54)
	Total	386 (100.00)	161 (100.00)	547 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Looking into the social category wise representation of people in VEC as the member is shown in table 6.2. The table reveals that different casts and community people were given well representation in the formation of VEC for both primary and upper primary schools. Among total members of VEC The representation of OBC constituted highest at 33.64 per cent followed by 24.86 per cent general caste, 24.13 per cent SC 14.08 per cent minorities and 3.29 per cent schedule tribes.

Table- 6.2: Social category wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	91 (23.58)	41 (25.47)	132 (24.13)
2	ST	9 (2.33)	9 (5.59)	18 (3.29)
3	Minority	54 (13.99)	23 (14.28)	77 (14.08)
4	OBC	138 (35.75)	46 (28.57)	184 (33.64)
5	General	94 (24.35)	42 (26.09)	136 (24.86)
	Total	386 (100.00)	161 (100.00)	547 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- The representation of different caste/communities in the VEC formed for both categories of school was well according to their population
- Among the total members the proportion of OBC was highest at 33.64 per cent and it was lowest as 3.29 per cent for ST population.
- A well representation was also provided to women to represent the VEC in both categories of schools.

6.2 VEC Meetings:

As per norms VEC meeting should be held every month in the school. But the survey indicated that meetings were organized out of 72.00 per cent schools. The frequency meetings was also recorded to be unsatisfactory because on an average only 6.72 per cent meetings have been held in schools during last sixth month.

Table- 6.3 (A): Details about VEC Meeting

S.N.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>No. of School organized meeting</u>			
	a. Yes	51 (71.83)	21 (72.41)	72 (72.00)
	b. No	20 (28.17)	8 (27.59)	28 (28.00)
2	Total No. Of Meetings	124	48	172
	Average No. of Meeting only last 6 months	1.75	1.66	1.72

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

There was a long list of agenda of the VECs meetings which were organized in last six months. Among them the main agendas were to increase enrollment, mid day meal, recruitment of shiksha mitra, school maintenance work, improvement in attendance, student scholarship, cleaning of school, formation of committees and scholarship, plantation, free uniform distribution, cultural Programme and kitchen etc. (For details please see table no. 6.3(B).

Table- 6.3 (B): Agendas of VEC Meetings

Sl.N.	Meeting Agenda	Primary Schools	Upper Primary Schools	Total
1	For New building	-	-	-
2	Recruitment of Shiksha Mitra	20 (16.13)	-	20 (11.64)
3	For improvement of presence	6 (4.84)	5 (10.42)	11 (6.39)
4	Enrollment	31 (25.00)	15 (31.25)	46 (26.74)
5	For Pots, Food and recruitment	-	-	-
6	Polio Drop	-	-	-
7	Mid day meal	15 (12.10)	7 (14.58)	22 (12.79)
8	Discussion	1 (0.81)	-	1 (0.58)
9	All maintenance work	16 (12.90)	2 (4.17)	18 (10.46)
10	For committee	7 (5.65)	5 (10.42)	12 (6.98)
11	Cleaning	9 (7.26)	8 (16.67)	17 (9.88)
12	Scholarship	7 (5.65)	4 (8.33)	11 (6.39)
13	Free dress	2 (1.61)	-	2 (1.16)
14	Utilization of Money	-	-	-
15	Plantation	2 (1.61)	1 (2.08)	3 (1.74)
16	For Welcome of Secretary	-	-	-
17	Construction of Kitchen	5 (4.03)	-	5 (2.91)
18	Cultural Program	3 (2.42)	1 (2.08)	4 (2.34)
19	Formation of Education Committee	-	-	-
	Total	124 (100.00)	48 (100.00)	172 (100.00)
	No. of Sample Schools	71	29	100

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

The female representation in VEC meetings was recorded 36.48 per cent. The SC and ST representation was also as per norms. (See the table no. 6.4).

Table- 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	95 (35.98)	44 (37.61)	139 (36.48)
2.	Male	169 (64.02)	73 (62.39)	242 (63.52)
3	<u>Caste distribution among Male</u>			
	a. SC	29 (17.16)	9 (12.33)	38 (15.70)
	b. ST	6 (3.55)	4 (5.48)	10 (4.13)
	c. Other	134 (79.29)	60 (82.19)	194 (80.17)
	Total Member (Male + Female)	264	117	381

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- VECs meetings were regularly organized in 72.00 per cent schools.
- The average number of meetings held in a month during last 6 month was 1.72 per cent meetings.
- Female representation was found as per norms.

6.3 VEC Training:

In the year 2007-08 around 13.00 per cent primary and 24.00per cent of upper primary school VEC members have been trained. Mostly training was provided by BRC and NPRC coordinators. All schools where training was imparted expressed their opinion that the quality of training was satisfactory.

Table- 6.5: Details about VEC Training

Sl. No.	Gender	Primary School	Upper Primary Schools
1	No. of Schools organized training of VEC members	9 (12.68)	7 (24.14)
2	No. of trained members Average per schools	42 4.67	26 3.71
	Year of training.	2007-2008	2007-2008
4	Training provided by BRC NPRC DIET Total	5(55.56) 3(33.33) 1(11.11) 9(100.00)	5(71.42) 2(28.58) - 7(100.00)
3	<u>Reaction of trained members in school regarding training:</u> Best Good Satisfactory Bad	- - 9 (12.68) -	- 1 (3.45) 6 (20.69) -
	Total Schools organized training	9 (12.68)	7 (24.14)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

6.4 Role of VEC for Improving the School Conditions:

The contribution of VECs in improving the condition of both primary and upper primary schools was found satisfactory. It is because that the participation of VECs was reported bad by only around 29.00 per cent primary and upper primary schools. At the same time their contribution was found highest in creating congenial atmosphere and fallowed by presence of teacher in both categories types of schools. (For detail please see table no.6.6).

Table- 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
1	<u>Primary School:</u>					
	a. Best	-	-	-	-	-
	b. Good	15 (21.13)	16 (22.54)	15 (21.13)	8 (11.27)	54 (19.02)
	c. Satisfied	39 (54.93)	35 (49.29)	38 (53.52)	36 (50.70)	148 (52.11)
	d. Bad	17 (23.94)	20 (28.16)	18 (25.35)	27 (38.03)	82 (28.87)
	Total	71 (100.00)	71 (100.00)	71 (100.00)	71 (100.00)	284 (100.00)
s2	<u>Upper Primary Schools:</u>					
	a. Best	-	-	-	-	-
	b. Good	6 (20.69)	6 (20.69)	9 (31.03)	5 (17.24)	26 (22.41)
	c. Satisfactory	16 (55.17)	14 (48.28)	13 (44.83)	13 (44.83)	56 (48.28)
	d. Bad	7 (24.14)	9 (31.03)	7 (24.14)	11 (37.93)	34 (29.31)
	Total	29 (100.00)	29 (100.00)	29 (100.00)	29 (100.00)	116 (100.0)

Source: Field Survey, SSA Programme, District Shravasti, U.P.

Findings and Suggestions

- Around 13.00 per cent primary and 24.00 per cent upper primary schools VEC members imparted training.
- Most of the members were satisfied with training.
- The contribution of VECs in different aspects of improving the condition of schools was quite appreciable.
- The contribution was more remarkable in creating congenial atmosphere in the schools.
- The training should be necessary to all VEC members.

6.5 Grants Received and Its Utilisation in Schools:

(a) Primary schools

During the visit of our research team the pass books of all sample schools were examined. The details of grant received for different heads and its utilization pattern is presented in table no.6.7. It was found that a total of Rs. 57.08 lakh were provided as grant to our sample primary schools for different purposes. On an average the amount of grant per school was RS 80389. Around 81.00 per cent grant was utilized

at the time of our survey. The highest 100.00per cent grants were utilized in NPEGEL as a salary of instructor. Followed by Honorarium to shiksha mitra TLM and honorarium to Acharya and Ramps construction. Underutilization of grant was highest in school maintenance aid and scholarship, purchase of utensils, prize and MDM.

Table- 6.7: Head wise Grants for Primary Schools (2008-09)

Sl. No.	Head of Aid	Received	Expenditure
1.	School maintenance aid	504168.00	317500.00
		(100.00)	(62.98)
	Average per school	7100.10	4471.83
2.	School development	106000.00	72000.00
		(100.00)	(67.92)
	Average per School	1492.96	1014.08
3.	Honorarium for Para teacher (Shiksha Mitra)	2737676.00	2504276.00
		(100.00)	(91.47)
	Average per School	38558.81	35271.49
4.	Construction of Building /Kitchen	-	-
	Average per School	-	-
5.	Construction of Rooms(specially kitchen)	1959000.00	1426000.00
		(100.00)	(72.79)
	Average per School	27591.55	20084.51
6.	Construction of Toilet	-	-
	Average per School	-	-
7	Construction of Boundary	-	-
	Average per School	-	-
8.	TLM	63500.00	55500.00
		(100.00)	(87.40)
	Average per School	894.37	781.69
9.	Ramps Construction	18700.00	14275.00
		(100.00)	(76.34)
	Average per School	263.38	201.06
10.	NPEGEL	21000.00	21000.00
		(100.00)	(100.00)
	Average per School	295.77	295.77
11.	Honorarium for Acharya	59115.00	50115.00
		(100.00)	(84.78)
	Average per School	832.61	705.85
12.	Others (Utensils, Scholarship, Pries, MDM)	238447.00	156287
		(100.00)	(65.54)
	Average per School	3358.41	2201.23
	Total	5707606.00	4616953.00
		(100.00)	(80.89)
		80388.82	65027.51

Source: Field Survey, SSA Programme, District Shrawasti U .P.

(b) Upper Primary schools

The government had provided Rs.1213884 as grant to sample upper primary schools. Average amount of grants per school was Rs.41858 However; the schools had utilized only around 79.00 per cent of grants till January 2009. The share of grants per school for construction of additional class rooms (especially kitchen) was noted highest and it was lowest for TLM in the total grant of different heads. There has been full utilization of grants in NPEGEL for rooms by construction of additional rooms. Underutilization of grants was found highest in purchase of utensils and distribution of scholarship.

Table- 6.8: Head wise Grants for Upper Primary Schools (2008-09)

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid	133000.00	63000.00
	Average per school	(100.00)	(47.37)
		4586.21	2172.41
2	School development	39000.00	27000.00
	Average per School	(100.00)	(69.23)
		1344.83	931.03
3	Construction of Building	-	-
4	Construction of Rooms (specially kitchen)	609000.00	493000.00
	Average per School	(100.00)	(80.95)
		21000.00	17000.00
5	Construction of Toilet	-	-
	Average per School	-	-
6	Construction of Boundary	-	-
7	TLM	13000.00	6500.00
	Average per School	(100.00)	(50.00)
		448.27	224.14
8	Ramps Construction	4425	-
	Average per School	(100.00)	-
		152.59	-
9	NPEGEL	335750.00	335750.00
	Average per School	(100.00)	(100.00)
		11577.59	11577.59
10	Harmonium for Acharya	-	-
	Average per School	-	-
11	Others (Utensils, sch	79709.00	32280.00
	Average per School	(100.00)	(40.50)
		2748.59	1113.10
	Total	1213884.00	957530.00
		(100.00)	(78.88)
		41858.07	33018.28

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- There was a large gap in between the amount received per schools and it utilization in different heads.
- The utilization of grants was reported only 81.00 per cent in primary and 79.00 per cent in upper primary schools.
- The utilization of grants was full in NPEGEL in both categories of schools.
- The school ensured the timely and properly utilization of grants.

6.6 Availability of Construction Records with VEC:

The survey results indicated that only 50.70 per cent primary and 51. per cent upper primary schools 'VEC had construction work manual. A significant numbers of 49.00 per cent primary school VEC and 48.00 per cent upper primary schools VEC had no construction related manual. Around 92.00 per cent VEC have proper up keeping of funds records at primary and 100.00 per cent in upper primary level. In 56.37 per cent primary schools and in 72.41 per cent upper primary schools, VEC were not having any account regarding construction work of the schools.

Table- 6.9: **Availability of Construction related records with VEC**

Sl. No.	Particulars	Primary School	Upper Primary Schools
1	Construction work manual with village education committee	36 (50.70)	15 (51.72)
2	Construction related manual not with VECs	35 (49.30)	14 (48.28)
3	No. of VEC with proper up keep of Fund's records	65 (91.55)	29 (100.00)
4	No. of VEC without proper up keep of funds update	6 (8.45)	- -
5	No. of VEC having accounts of school related construction work/items	31 (43.66)	8 (27.59)
6	No. of VECs not having accounts for school related construction work/items	40 (56.34)	21 (72.41)
	No. of total schools	71 (100.00)	29 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- A significant proportion of Education committees did not have construction work manual.
- Most of the VECs did not have school construction related records.
- The SSA office should take initiatives to check the maintenance of various account records of VECs frequently.

6.7 Teaching Learning Materials (TLM):

Table 6.10 revealed that on an average 2.00 and 1.00 teachers per school respectively received TLM grants in primary and upper primary school during current financial year. Around 54.00 per cent primary and 31.00 per cent of upper primary teacher received training about the use of TLM. However, the TLM also displayed and used by the students was around 59.00 per cent primary and 34.00 per cent upper primary schools. The same per cent of students used TLM grant in both categories of schools.

Table-6.10 : Details about Teaching Learning Material

sl.N.	particulars	primary school	upper primary schools	total
1	No. of teachers/Shiksha mitra receive TLM amount.	107	14	121
	Average	2.28	1.27	2.09
2	Training of teachers regarding use of TLM.	38 (53.52)	9 (31.03)	47 (47.00)
3	display of TLM in class rooms	42 (59.15)	10 (34.48)	52 (52.00)
4	Use of TLM by student	42 (59.15)	10 (34.48)	52 (52.00)
	No. of total school	71	29	100

Source: Field surveys Programme, District Shrawasti U.P.

Findings and Suggestions

- More then one teacher received TLM grant in both categories of schools.
- Training regarding use of TLM was provided to around 54.00 per cent primary and 31.00 per cent upper primary school teachers.
- Display and use of TLM was seen in 59.15 primary and 34.48 per cent upper primary schools.
- TLM use training should be provided to all teachers.

6.8 Use of TLM by Teachers:

The details regarding the use of TLM is presented in table no.6.11 which shows that the teachers nearly 48.00 per cent schools consisting around 41.00 per

cent primary and 66.00 per cent upper primary schools were never used TLM in past. However the teachers in a fairly proportion of 47.00 per cent schools were using TLM often while in remaining 5.00 schools were reported to have been using TLM always.

Table- 6.11: Use of TLM by Teachers

Sl. No	Particulars	Primary Schools	Upper Primary Schools	Total
1	Always	4 (5.63)	1 (3.45)	5 (5.00)
2	Often	38 (53.52)	9 (31.03)	47 (47.00)
3	Never	29 (40.85)	19 (65.52)	48 (48.00)
	Total	71 (100.00)	29 (100.00)	100 (100.00)

Source: Field survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- A significant proportion (52.00 per cent) of teachers both in primary and upper primary schools has been using TLM.
- In our sample 48.00 per cent schools teachers were using TLM.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings:

As we have sampled 2 primary and one upper primary school where new buildings were being constructed in current financial year. It has been found that both primary schools completed roof while upper primary school building construction work was up to door level.

Table-7.1: Construction of School Buildings

Sl. No.	Particulars	New Primary Schools	New Upper Primary Schools	Total
1	No. of School Buildings under Construction	2	1	3
2	<u>Progress of Construction (No. 7):</u>	-	-	-
	Foundation Level	-	1	1
	Up from Doors Level	2	-	2
	Completing Roof	-	-	-
	Final Finishing	-	-	-
	Total no. of Sample Schools	2	1	3

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

The construction work of additional rooms especially kitchen room in 35.51 per cent primary and 27.59 per cent upper primary schools was found undergoing during the survey work. In both categories of schools all extra rooms have completed roof and only finishing work have to be completed shortly. Majority of the cases supervision of construction work made by the head masters. While in 6 primary schools, construction work was being supervised by the assistant teachers.

Table-7.2: Construction of Extra Rooms

Sl. N	Particulars	Primary Schools	Upper Primary Schools
1.	No. of Schools under extra room (specially kitchen)construction	25	8
2.	No. of schools one room(specially kitchen) constructed	25 (100.00)	8 (100.00)
3.	No. of schools more than two room constructed	-	-
4.	<u>Progress of Extra rooms construction</u> a. Foundation level b. Up from doors level c. Completing roof d. Others	- - 22 (88.00) 3 (12.00)	- - 8 (100.00) -
5.	<u>In charge of construction work</u> a. Head Master b. Teacher c. ABRC	19 6 -	8 - -

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- The construction of extra rooms was undergoing in around 35.00 per cent primary and, 25.00 per cent upper primary school.
- Head masters of concerned schools were mainly made in charge of construction work.

7.2 Installation of Hand Pumps and Construction of Toilets:

The installation of hand pumps for providing drinking water facility to the children was undertaken in only 2 primary and one upper primary school where the new building construction work in progress. There was no any old school where the installation work of hand pumps seen in progress. In newly constructed buildings the installation of hand pump being carried out by SSA Programme. Construction of toilet also found only in two newly primary and one upper primary school buildings where construction work being carried out under SSA Programme.

Table-7.3: Installation of Hand Pumps and Construction of Toilets (New Schools)

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of new schools under Installation of Hand Pumps for Drinking Water	2	1	3
2	No. of Schools with Proposed Hand Pumps	-	-	-
3	No. of Schools with under Construction of Toilets	2	1	3
4	<u>Schemes for Toilets:</u>			
	TSS	-	-	-
	SSA	2	1	3
	Others	-	-	-
5	Proposed no. of Toilets in Schools	-	-	-

Source: Field Survey, SSA Programme, District Shrawasti, U.P

Findings and suggestions

- Installation of hand pumps and toilets are being constructed only in new buildings where construction work in progress.

7.3 Technical Supervision of Construction Work:

The junior Engineers were found engaged in the supervision of civil work in the construction of all 27 primary school and 9 upper primary schools where the construction works in progress. It was further revealed that the JEs supervision of construction work was mostly (60.00per cent) at block level followed by (36.00 per cent) tahsil and (4.00 per cent) district level.

Table-7.4: Status of Technical Supervisors

Sl. No.	Particulars	Primary Schools	New Primary Schools	Upper Primary Schools	New Upper Primary Schools	Total Primary and upper primary Schools	Total New Primary and Upper primary Schools
1	No. of Schools in which JEs Supervising the Civil Work	25	2	8	1	33	3
2	<u>Schools Supervised by Different Level JEs:</u>						
	BlockLevel	15(60.00)	1(50.00)	6(75.00)	-	21(63.64)	1(33.33)
	Tehsil Level	9(36.00)	-	2(25.00)	-	11(33.33)	-
	District level	1(4.00)	1(50.00)	-	1(100.00)	1(3.03)	2(66.67)
	Total Number of Schools	71	2	29	1	100	3

Source: Field survey, SSA Programme, District Shrawasti, U.P.

The inspection of construction sites were reported in all sample schools. Further it was found that the frequency of inspection except one upper primary school was only one time of foundation of rooms or buildings. The investigators have found that in all the sample schools construction work was satisfactory (See table no, 7.4)

Table- 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary Schools	New Primary Schools	Upper Primary Schools	New Upper Primary Schools	Total Primary and Upper primary Schools	Total new Primary and Upper Primary Schools
1.	Inspection of construction work on spot by technical employee	25 (100.00)	2 (100.00)	8 (100.00)	1 (100.00)	33 (100.00)	3 (100.00)
2.	<u>No of times inspections was done before survey</u>	25 (100.00)	2 (100.00)	8 (100.00)	1 (100.00)	33 (100.00)	
	a. One time	-	-	-	-	-	-
	b. Two time	-	-	-	-	-	-
	c. Three and more time	-	-	-	1 (100.00)	-	1 100.00)
3.	<u>Level of Inspection</u>	25 (100.00)	2 (100.00)	8 (100.00)	1 (100.00)	33 (100.00)	3 (100.00)
	a. At the Foundation level	-	-	-	1 (100.00)	-	1 (100.00)
	b. Up to doors level	-	-	-	-	-	1 (33.33)
	c. Linter level	-	-	-	-	-	-
	d. Other	-	-	-	-	-	-
4.	<u>Views of investigators regarding construction work</u>	-	-	-	-	-	-
	a. Good	25 (100.00)	2 (100.00)	8 (100.00)	1 (100.00)	33 (100.00)	3 (100.00)
	b. Satisfactory	-	-	-	-	-	-
	c. Unsatisfactory	-	-	-	-	-	-
5.	<u>Comments of investigator in condition of unsatisfactory construction work</u>						
	a. Low quality of building material	NA	NA	NA	NA	NA	NA
	b. Slow construction work	NA	NA	NA	NA	NA	NA
	c. Lack of appropriate use of material	NA	NA	NA	NA	NA	NA

Source: Field survey, SSA Programme, District Shrawasti, U.P

- Percentage was made from the sampled schools engaged in construction work.
-

Findings and Suggestions

- Inspection of the construction work at the spot was performed in cases of all the schools.
- Inspection work done mainly at the foundation level.
- The quality of construction work was found quite satisfactory in all cases.
- Teaching staff should not be involved in construction work.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV):

A total of 5 KGBV were sanctioned in the district for the year 2007-08. However, there were only 4 KGBV were functional in the district and we have surveyed 2 KGBV, one in Sirsia block and other one in jamunaha block. The KGBV of Sirsia was running in Asharm Paddati School and KGBV of jamunaha in upper primary school. The KGBV of Sirsia was being run by a NGO namely Mahila Samakhya and other one by Government through SSA Programme. The land for its own building had been identified by the government and the construction of buildings has been sanctioned. The condition of buildings where KGBV running were found very well.

8.2. Teachers and Other Staff in KGBV:

The details of teaching and non teaching staff as presented in table no. 8.1 which indicates that the post of 2 warden cum teacher and 7 full time teacher were sanctioned and in position but 4 part time teachers posts were lying vacant one cook and 2 chaukidar post also lying vacant in the KGBV. (See table no. 8.1)

Table-8.1: Teachers and Other Staff in KGBV,Shrawasti.

Sl. No.	Designation	Sanctioned	In Position
1	Warden cum Teacher	2	2
2	Teachers	7	7
	Part Time	7	3
3	Accountant	1	1
4	Assistant	-	-
5	Peon	1	1
6	Chaukidar	2	-
7	Cook	6	5
8	Others	-	-

Source Field Survey, SSA Programme, District Shrawasti, U.P.

8.3 Social Categories of Students in KGBV:

There were 157 students enrolled in our sample KGBVs. Out of these enrolled students a highest proportion 28.66 per cent children were enrolled from schedule caste followed by 27.46 per cent OBC 26.12 per cent minorities 11.46 per cent schedule tribes and lowest 6.37 per cent from households with below poverty line or general caste.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	45 (28.66)
2	Schedule Tribe	18 (11.46)
3	Other Backward Caste	43 (27.39)
4	Minorities	41 (26.12)
5	Others General (Bellow Poverty Line)	10 (06.37)
	Total	157 (100.00)

Source Field Survey, SSA Programme, District Shrawasti, U.P.

Facilities such as furniture for girls and staff, beds and cots, TLM, library, free book and stationary, means of entertainment, sports items, school uniforms, drinking water and toilet facilities, utensils for cooking and children and all required register were available in Sirsia KGBV but furniture, cots for girls and library was not fully available in Jamunaha KGBV. All children were satisfied with quality of food and food was being prepared by OBC and general caste cook in kitchen room. The security staff for teachers and girls living in the hostel was not available in both schools. School bags and cloths provided to the students were found neat and clean. Use of LPG and firewood was found in cooking.

Findings and Suggestions

- The enrolments of girls in KGBV were very low. The enrollment should be maximized.
- The vacant position of teaching and non teaching staff should be filled.
- Furniture and cots should be provided to all students.

8.4 **National Programme for Education of Girls at Elementary Level (NPEGEL):**

There were a total number of 54 NPEGEL functioning in the district. We have conducted survey in 4 NPEGEL centers. A grant, some of Rs. 62000.00 was received by the cluster model schools during the financial year 2008-09. The grant was being used in purchasing of sewing machine. There were total 80 girls found enrolled in these NPEGEL. The free text book has been supplied in all sampled NPEGEL. In our sample 50.00 per cent NPEGEL were found electrified. Grant for TLM, library, game and skill training was required in all sample NPEGEL centers. (See table no. 8.3)

Table-8.3: Details of Sample NPEGEL Centers

Sl. No.	Particulars	No./Amount/Percentage
1.	No. of Model cluster school Surveyed	4
2.	No. of Model cluster schools received amount in financial year (2008-09)	3
3.	Total Amount received	62000.00
	Amount Average per school	15500.00
4.	No of model cluster school under civil work	
	a. Extra Room	-
	b. Drinking Water	-
	c. Toilet	-
5.	No of school with electrified	2
6.	No. of school with ECCE	-
7.	No of School teacher trained with sanitation	-
8.	No. of school required amount for TLM, Library, Game, skill training	4
9.	Total no. of Girls enrolled	80
	Average per school	20.00
10.	No of school provided free text book to enrolled girls	4

Source: Field survey, SSA Programme, District Shrawasti, U.P.

8.5 **Education Guarantee Scheme (EGS), AIE and Madrasa:**

There were 31 EGS, 36 AIE and 1 Madrasa serving in the district. The sample EGS and AIE centers were located in sample blocks. The sampled madrasa received salary from minority welfare department and free text book and mid-day meal from SSA Programme. Madrasa was being operated in their own permanent building. All EGS centre and one AIE centre were running in temporary places. Madrasa was opened in 1973 while EGS and AIE centers were opened 2001-2005.

There were trained Acharya in all EGS, AIE and Madrasa. The payment of Rs. 2000.00 per month was made in each Acharya but in every centre payment to Acharya was found irregular.

Table- 8.4: EGS/AIE& Madarsa Centers in Shrawasti.

Sl. No.	Particulars	EGS	AIE	Madrasa	Total
1.	Total no	31	36	1	68
2.	No of sample Centers	4	4	1	9
3.	a. Permanent Place	-	3	1	4
	b. Temporary Place	4	1	-	5
4.	Establishment Year				
	a. 1973	-	-	1	1
	b. 2001	2	3	-	5
	c. 2002	2	-	-	2
	d. 2005	-	1	-	1
5.	No of Acharya Trained	4	4	1	9
6.	Payment to Acharya (Rs.2000/month)	8000	8000	-	16000
7.	Regular Payment	-	-	-	-
8.	Irregular payment	4	4	1	9

Source: Field survey, SSA programme, District Shrawasti, U.P.

8.6 **Students Attendance:**

Student's attendance in the alternative schooling centre was found around 70.00 per cent of the total enrolled children on the day of our visit. Low percentage of attendance of girls (68.82 per cent) was found in comparison to boys (72.46 per cent).

Findings and Suggestions

- All EGS centers running in temporary places.
- All Acharya were trained.
- All Acharya availing irregular payment.
- Around 70.00 per cent students were present in AIE centers on the day of our visit.
- Regular payment to Acharya should be ensured.

8.7 **Academic Input of BRC/NPRC Coordinators:**

As indicated in table no. 8.5 that the BRC coordinators visited 130 days in primary and 75 days in upper primary schools. Average number of visits per month was around 2 times in primary and around 3 times in upper primary schools. Similarly the total numbers of visits made by NPRC coordinators were 250 days in primary schools and 107 days in upper primary schools. Thus the average numbers of visits per month of NPRC coordinator in both categories of schools were around 4 times. (For details see table no. 8.5)

Table- 8.5: Details of Academic Input Provided by Coordinators

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Visits of BRC Coordinator for Academic Input	130	75	205
	No. of Times (Average) per Month	1.83	2.59	2.05
2	Visits of NPRC Coordinator for Academic Input	250	107	357
	No. of Times (Average) per Month	3.52	3.69	3.57
	Total Schools	71	29	100

Source: Field survey, SSA Programme, District Shrawasti, U.P.

8.8 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each school. The data capture format was supplied to all the primary and upper primary schools. The complete data capture formats were submitted to the district office.

8.9 Investigators View about the Schools:

The views and assessment of our research team who has visited in different sample schools were that there was at least some extent of security arrangements available around 80.00 per cent primary schools and 83.00 per cent upper primary schools even it was very good or good in around 25.00 per cent primary and 45.00 per cent in upper primary schools. The hygiene condition of around 6.00 per cent primary school was bad while in 100.00 per cent upper primary school hygiene conditions were good and satisfactory. In regard to the prevailing condition of cleanliness among the student was concerned it was found good and satisfactory in around 92.00 per cent primary as against 100.00 per cent upper primary schools. The discipline among children was indicated unsatisfactory in only around 10.00 per cent primary schools as against around 7.00 per cent upper primary schools. (See table no. 8.6)

Table- 8.6: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools					
	a. Security	3(4.23)	15(21.13)	39(54.93)	14(19.71)	71(100.00)
	b. Hygiene	2(2.82)	21(29.58)	44(61.97)	-	71(100.00)
	c. Cleanliness	2(2.82)	13(18.31)	50(70.42)	4(5.63)	71(100.00)
	d. Discipline in students	2(2.82)	10(14.08)	52(73.24)	6(8.45)	71(100.00)
2.	Upper Primary Schools					
	a. Security	4(13.79)	9(31.04)	11(37.93)	5(17.24)	29(100.00)
	b. Hygiene	2(6.90)	12(41.38)	15(51.72)	-	29(100.00)
	c. Cleanliness	1(3.45)	15(51.72)	13(44.83)	-	29(100.00)
	d. Discipline in students	2(6.90)	13(44.83)	12(41.38)	2(6.90)	29(100.00)

Source: Field survey, SSA Programme, District Shrawasti, U.

Findings and Suggestions

- BRC coordinators visits were found on an average 2-3 times in both categories of schools.
- NPRC coordinators visit were found around 4 days in a month in both categories of schools.
- The filled in data capture formats have been sent to district office.
- There was some security problem seen in both categories of schools. .
- General school condition was found better in both categories of schools.

Annexure-I

Sampled Primary, Upper Primary Schools & Others Institutions

(A) Sample Primary Schools

Sl. No.	Name of Block	Name of Primary Schools
1.	Ikauna	Katra Gulharia
2.		Jhabha purwa
3.		Saharauli
4		Lohnia farm
5		Khargaura basti
6		Vishuna pur
7		Marwatia
8		Narpat pur
9		Jaychandpur kthghra
10		Sitadwar
11		Ramwapr (dakahi)
12		Balha ragav
13		Bhagwanpur bankat
14		Bhamepara
15		Lalpur khash
16		Kandriya P V.Ikauna (Urban area)
17		KANYA P.V.Ikauna(urban area)
	Jamunaha	
18		Lalpur harideeh
19		Mahrumutiha
20		Bhabhanpurwa
21		Dandey kuiya
22		Mirzapur
23		Hardant nagar grint
24		Chaugoi
25		Shahpur
26		Laxmanpur Achraura
27		Khajuri
28		Nasirganj pratham
29		Nasirganj dutiya
30		Shikari
31		Jamunaha pratham
32		Jamunaha dutiya
33		Bahruva
34		Fatehpur kagai

	Hariharpur Rani	
35		Parashurampur
36		Akbarpur
37		Khairikala
38		Semarichakpihani
39		Awadutnagar
40		Bhangahi
41		Bhangaha Bazar
42		Hariharpur Rani (ii)
43		Hariharpur tahsil
44		Bhangaha Bazar (i)
45		Hariharpur Rani (i)
46		Gothwa Pratham
47		Rehali vishunpur
48		Pure Gokul Singh
49		Imalia
50		Vindohawa
51		Kunnanpur
52		Islamia Bhinga(Urban area)
53		Kacherawa (New school)
	Sirsiya	
54		Bankatwa
55		Rampur Devman
56		Bachuwa
57		Bakwa
58		Sonaudha Tarai
59		Bhachkahi
60		Madhawapur Kothani
61		Juryania
62		Laxmanpur bazar (I)
63		Kukur Bhukwa
64		Sagra Sonbarsha
65		Lalpur Kushamhawa
66		Laxmanpur (II)
67		Sohalwa
68		Bhagwanpur
69		Padwalia
70		Koyalhawa
71		Shahpur Bargadwa
72		Sirsia
73		Ramgaria (New school)

(B) Sample Upper Primary Schools

Sl.No.	Block	Name of Upper primary Schools
	Ikauna	
1		Mahrauli
2		Bhitti
3		Belhara Raghav
4		Katra Gulharia
5		Sitadwar
6		Majhauwa sumal
7		Lalpur Khadra
8		K.P.M.V.Ikauna(Urban area)
	Jamunaha	
9		Hardant Nagar Grint
10		Mahrumurtia
11		Achaura Shahpur
12		Chaugoi
13		Lal Harideeh
14		Jamunaha
15		Shakari
	Hariharpur Rani	
16		Satichaura(Urban area)
17		Semri Chakpihani Bhinga
18		Audut Nagar Bhinga
19		Hariharpur Rani Tehsil
20		Gothwa
21		Bhangha Bazar
	Sirsiya	
22		Bhachkahi
23		Bechuwa
24		Shohlwa
25		Bhagwan Pur
26		Kukur Bhukwa
27		Chithariya
28		K.P.M.V.Sirsia
29		Sirsiya
30		Kalendra Dera(New school)

(C) District Institute of Education and Training**(D) Sample BRC**

Sl.No.	Block	Name of BRC
1	Ikauna	Ikauna
2	Jamunaha	Jamunaha
3	Hariharpur rani	Bhinga
4	Sirsiya	Sirsiya

(E) Sample NPRC

Sl No.	Block	Name of NPRC
1	Ikauna	Katra
2	Jamunaha	Bhawaniapur
3	Hariharpur rani	Gothwa
4	Sirsiya	Parshohna

(F) Sample AIE

Sl. No.	Block	Name of AIE
1	Jamunaha	Madrasa rizwania Kunjurum khamria
2	Hariharpur rani	Madrasa arabia anwarul ulume Bhinga
3		Madrasa arabia darule ulume Bhinga
4	Sirsiya	Jamia karimia muskudul ulume Gulra Bankat

(G) Sample EGS

Sl.No.	Block	Name of EGS
1	Ikauna	Vidya Kendra Kodari Digar
2	Jamunaha	Vidya Kendra Durgapurwa
3		Vidya Kendra Jaysattarpurwa
4	Hariharpur rani	Vidya Kendra Parsa Deharia

(H) Sample NPEGEL

Sl.No.	Block	Name of upper primary school
1	Ikauna	UPS, Ikauna
2	Jamunaha	Jamunaha
3	Hariharpur rani	Bairagi Jot
4	Sirsiya	Sirsiya

(I) Sample KGBV

Sl.No.	Block	Name of KGBV
1	Jamunaha	Jamunaha
2	Sirsiya	Bhyapurwa(pure gokul nagar)

(J) Sample Muktab Madrsa: Madrasa Arbia Anwarul Ulume Bhinga